# Basic Studies Department Technology Guide
# Renton Technical College

I'd like to thank Iulia Zavodov, Jay Laurie and Georgia Sparks for their hard work and contributions to this guide.

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This version of the Basic Studies Department Technology Guide is currently being edited, updated, and formatted for internet delivery in 2007. Please contact the current Curriculum and Technology Specialist at Renton Technical College, [at (425) 235-2352 ext. 7905 or InstuctImprove@RTC.edu ] to report errors, provide updates, or to make suggestions and give other feedback on the usability of the guide. Thank you for your help as we continue to improve this resource!

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**Contents**


**General Information** 4

- **Lab Information** 5
- **Software Description** 6
- **Software by Location** 8
- **Software by Content Type** 9
- **Assistive Technology at RTC** 10
- **Media Resources at RTC** 12

**ESL Software** 13

- **Tell Me More Pro** 15
- **Talk Now & World Talk Software Guide** 24
- **Pronunciation Power Software Guide** 25
- **Pronunciation Power Teacher Manual** 26
- **Pronunciation Power Supplementary Exercises** 32
- **Rosetta Stone** 35
- **New Reader Bookstore Software Guide** 38
- **BetterReader System Software Guide** 40
- **Basic Skills Interactive Software Guide** 42

**Computer Literacy Software** 43

- **Teknimedia's Computer Literacy Series Software** 46
- **Teknimedia's CLS Software - Teacher Information** 61
- **Teknimedia's CLS Software – Student Information** 62

**Assistive Technology** 64

- **Text Help Read & Write** 65
- **Homepage Reader** 67
- **Wynn Reader** 70
- **Zoom Text 8.0:** 76
- **Inspiration** 79
- **Webster for WhiteBoards** 83
- **MICROSOFT Accessibility Features In WINDOWS XP** 106

**Contents cont.**

**Other Software** ____ **112**

**SynchronEyes Software Guide** ____ **113**

**Sound Recorder Utility Guide** ____ **115**

**ScreenCorder 4 Software Guide** ____ **116**

***Internet Resources*** ____ **118**

**ESL and ABE Resources on the Internet** ____ **119**

**Quia Teacher Account Information** ____ **120**

**King County Library Services On-Line** ____ **124**

**Basic Studies Department Web Site** ____ **125**

# General Information

## Lab Information

### Main Campus:

**D-112 : 21 student computers**
Instructor computer, LCD projector and screen, interactive whiteboard, printer

**C-102 : 48 student computers**
Printer, assistive technology hardware
***Students may not be unattended in the C102 computer lab.*

### South Campus:

**OC-124 : 34 student computers**
Instructor computer, LCD projector and screen, interactive whiteboard, printer

**OC-137 : 25 student computers**
Instructor computer, LCD projector and screen, printer

### WorkSource Renton, Grady Way:

**20 student computers**
Instructor computer, LCD projector and screen, printer

### WSADS, Downtown Seattle:

**26 student computers**
LCD projector and screen, printer

### Kent Learning Center:

**20 student computers**
Instructor computer, LCD projector and screen, printer

# Software Description

## ESL Software:

**Live Action English:** ESL software for low-level students. Focuses on vocabulary and pronunciation using video clips and TPR activities.

**Talk Now:** ESL software for low-level students focusing on vocabulary and pronunciation. Includes the ability to record student pronunciation and to see program instructions in over 60 languages.

**World Talk:** ESL software for mid-level students focusing on vocabulary and pronunciation. Includes ability to see instructions in over 60 languages.

**Tell Me More Pro:** ESL software for beginning through advanced students. Offers wide variety of activities, including pronunciation and speech-analysis, grammar, spelling, vocabulary and video culture clips.

**Pronunciation Power:** Two levels of targeted pronunciation and listening drills for all levels of ESL learners. Includes speech-analysis and games (Level One).

**Rosetta Stone**: Two levels of ESL software, each providing over 250 hours of instruction in listening, pronunciation, vocabulary, grammar and writing.

## Reading and ABE Software

**New Readers Bookstore:** Reading software for ABE or high ESL readers. Exercises provide focused instruction on the individual consonants.
***includes companion program,* ***Must Know Words,*** *focusing on the 100 most frequently used English words. A variety of drills provide practice with these important sight words.*

**Better Reader System:** Reading software for advanced ESL, ABE or GED readers. Exercises provide instruction and practice in decoding, comprehension, and other reading skills.
***Program is also available online.*

**Basic Skills Interactive:** ABE software at the pre-GED level. Content areas include: Reading, Grammar and Writing, Social Studies, Science, Literature, and Mathematics.

## Computer Literacy Software

**Keyboard Pro**: Keyboarding software providing drill and practice.

**Teknimedia's PC Basics:** A series of five short courses that teach the basics of operating a computer. Features narrated video tutorials and interactive quizzes. Includes a Spanish mouse tutorial.

## Assistive Technology

**Text Help/Read and Write:** A screen-reading tool that offers word prediction, highlighting, dictionary, and other useful literacy tools.

**Homepage Reader:** Homepage Reader assists in web page reading, changing font size, color and background of pages.

**WYNN Reader:** Provides the ability to scan printed pages and convert them into electronic text. Speech synthesis enables this scanned text, Word Processing and the Internet to be read aloud.

**ZoomText:** A low-vision tool that enlarges and enhances everything on the screen.

**Inspiration:** A concept-mapping program that lets you and students create a variety of graphic organizers and outlines.

**Brain Train:** Provides computerized mental exercises to improve attention, memory and problem-solving skills in students.

**Webster:** Polyvision board software that allows you to interact with the white board on the computer.

## Other software and plug-ins

**SynchronEyes:** Software that allows you to view all student screens from the instructor computer. Also lets you chat with individuals or groups, lock computers, control them remotely, or broadcast a student computer onto the classroom screen.

**Sound Recorder Utility:** Microsoft application for recording and editing voice files.

**ScreenCorder 3.0:** Software that allows you to capture any on-screen activity and voice narration, and save it as a video that plays in Windows Media Player.

**Microsoft Office Suite:** Word, Excel, Access, PowerPoint, Outlook, Publisher

**QuickTime:** To play Flash and other interactive activities on the Internet.

**Real Player:** Audio-video media player for the Internet and sound files.

**Windows Media Player:** Audio-video media player for the Internet and sound files.

**Adobe Acrobat:** Needed to read .PDF files.

## Software by Location

### Campus D-112 Lab

- ✓ Live Action English
- ✓ Talk Now & World Talk
- ✓ New Readers Bookstore
- ✓ Better Reader System
- ✓ Inspiration
- ✓ Text Help\ Read Write
- ✓ Keyboard Pro
- ✓ Computer Literacy Series
- ✓ SynchronEyes
- ✓ Tell Me More Pro

### Campus C-102 Lab

- ✓ Pronunciation Power
- ✓ Inspiration
- ✓ Text Help \ Read Write
- ✓ Keyboard Pro
- ✓ Computer Literacy Series

### OC Labs

- ✓ Writer's Companion
- ✓ Basic Skills Interactive
- ✓ Keyboard Pro
- ✓ Text Help \ Read Write
- ✓ Tell Me More Pro

### Kent Learning Center

- ✓ Rosetta Stone
- ✓ Better Reader System
- ✓ Basic Skills Interactive
- ✓ Pre-GED Interactive
- ✓ Keyboard Pro
- ✓ Learning Styles Inventory
- ✓ Tell Me More Pro

### WSADS

- ✓ Rosetta Stone
- ✓ Basic Skills Interactive
- ✓ Pre-GED Interactive
- ✓ GED Interactive
- ✓ Keyboard Pro
- ✓ Wynn Reader
- ✓ Learning Styles Inventory
- ✓ Reading the Workplace: Food Service
- ✓ Sound Sentences
- ✓ Tell Me More Pro

### Grady Way

- ✓ Rosetta Stone
- ✓ Better Reader System
- ✓ Basic Skills Interactive
- ✓ Pre-GED Interactive
- ✓ Keyboard Pro
- ✓ SynchronEyes
- ✓ Learning Styles Inventory
- ✓ Tell Me More Pro

### Hillcrest

- ✓ New Reader's Bookstore
- ✓ Better Reader System
- ✓ Basic Skills Interactive
- ✓ Typing Tutor

## Software by Content Type

Updated 12/01/2005

| | ESL Low (1-3) | ESL High (4-5) | ESL Pronunciation | ABE Reading | ABE Writing | ABE Math | Computer Skills | Assistive Tech | Lab Management |
|---|---|---|---|---|---|---|---|---|---|
| **Main Campus** | Live Action | Must Know Words | Pronunciation Power | New Reader | Inspiration | | Keyboard Pro | Text Help | SyncronEyes |
| | Talk Now | Better Reader | Tell Me More Pro | Must Know Words | | | CLS PC Basics | ZoomText | |
| | World Talk | Tell Me More Pro | | Better Reader | | | | Wynn Reader | |
| | New Reader | | | | | | | | |
| | Tell Me More Pro | | | | | | | | |
| **OC** | Tell Me More Pro | Tell Me More Pro | Tell Me More Pro | Better Reader | Writer Companion | Keyboard Pro | Keyboard Pro | Text Help | SyncronEyes |
| | | | | Basic Skills | Visual Thesaurus | | | | |
| **Grady Way** | Rosetta Stone | Rosetta Stone | Rosetta Stone | Better Reader | | Basic Skills | Keyboard Pro | | |
| | Tell Me More Pro | Tell Me More Pro | Tell Me More Pro | Basic Skills | | Pre GED | | | |
| | | | | Pre GED | | | | | |
| **Kent** | Rosetta Stone | Rosetta Stone | Rosetta Stone | Better Reader | | Basic Skills | Keyboard Pro | | |
| | Tell Me More Pro | Tell Me More Pro | Tell Me More Pro | Basic Skills | | Pre GED | | | |
| | | | | | | GED Interactive | | | |
| **WSADS** | Rosetta Stone | Rosetta Stone | Rosetta Stone | Better Reader | | Basic Skills | Keyboard Pro | Wynn Reader | |
| | Tell Me More Pro | Tell Me More Pro | Tell Me More Pro | Basic Skills | | Pre GED | | | |
| | | | | Pre GED | | GED Interactive | | | |
| | | | | GED Interactive | | | | | |

## Assistive Technology at RTC

*Universal Design for Learning Concept: What helps students with learning disabilities helps **all** students!*

| AT: | Description: | Disability use: | All Students: |
|---|---|---|---|
| **ZoomText *** | Enlarges text and graphics | Visually impaired | Minimizes eye strain when looking at internet or small items on screen |
| **Wynn Reader*** | Reads aloud, marks, highlights, defines scanned text, bi-modal access to text | Dyslexia, visually impaired | Gives alternative ways to read or hear text, helps with vocabulary, reading comprehension, ESL support |
| **Text Help - Read and Write#*** | Word prediction, editing, reads text aloud; bi-modal access to text | Dyslexia, dysgraphia, language processing problems | Assistance with writing, literacy and language acquisition; auditory learning |
| **Homepage Reader#** | Reads internet sites aloud | Visual impairment, visual processing problems | Alternative access to internet; good for students with literacy or ESL issues or auditory learners |
| **Inspiration*** | Graphic display for writing, converts to Word for written text, brainstorming tool, diagramming tool, organizing templates | Organizing problems, language processing problems | Helps with writing projects, teaching organizing skills, creating graphics; visual learning |
| **Polyvision Boards+** | Captures board notes and PowerPoint's for download, printing and sharing | Auditory processing, ADHD, problems with note-taking, visual problems | Allows students to review board notes at own pace, helps instructor track information |

| AT: | Description: | Disability use: | All Students: |
|---|---|---|---|
| **Closed Captioned TV's, DVD's and VCR's; LCD projectors+** | Shows text on TV screen; increases modalities by allowing for more visual and auditory presentations | Auditory processing; memory; ADHD, information processing | Bi modal access helpful to most learners, ESL and literacy support |
| **Dragon Naturally Speaking*** | Speech recognition application | Dysgraphia, ADHD, mobility impairment, language processing; | Allows alternative to writing or typing, helpful for literacy support, auditory learning |
| **Adjustable Work Stations+** | Electronic work station allows for easy up and down movement | ADHD, mobility impairment, students with pain issues | Allows students to alter the height of the computer for comfort or accessibility |
| **Instructor Tool Kits+** | Box filled with low-tech assistive devices for learning such as reading glasses, highlighters for color coding, rulers for reading guides, hand-held manipulatives such as gel bags | Variety of disabilities or students with learning challenges | Allows the student to use a variety of simple tools to increase accessibility to learning |
| **Speaking/Spelling Dictionaries+** | Electronic dictionary/thesaurus which reads aloud | Dyslexia, visual processing, ADHD | Students can find words, get correct spelling, hear pronunciation |
| **Irlen Overlays+** | Colored overlays for reading | Dyslexia, visual processing, ADHD | Improves visual processing and minimizes eye strain and glare |

*Available in Technology Resource Center Open Lab and Success Center and in Pilot Classrooms
+Available in Pilot classrooms only
# Available in Library

**If you would like more information on Assistive Technology, please contact Cathy Jenner at (425) 235-2352 ext. 5639, cjenner@rtc.ctc.edu.**

## Media Resources at RTC

The Information Services department offers services and resources for instructors who want to use media in the classroom. These include:

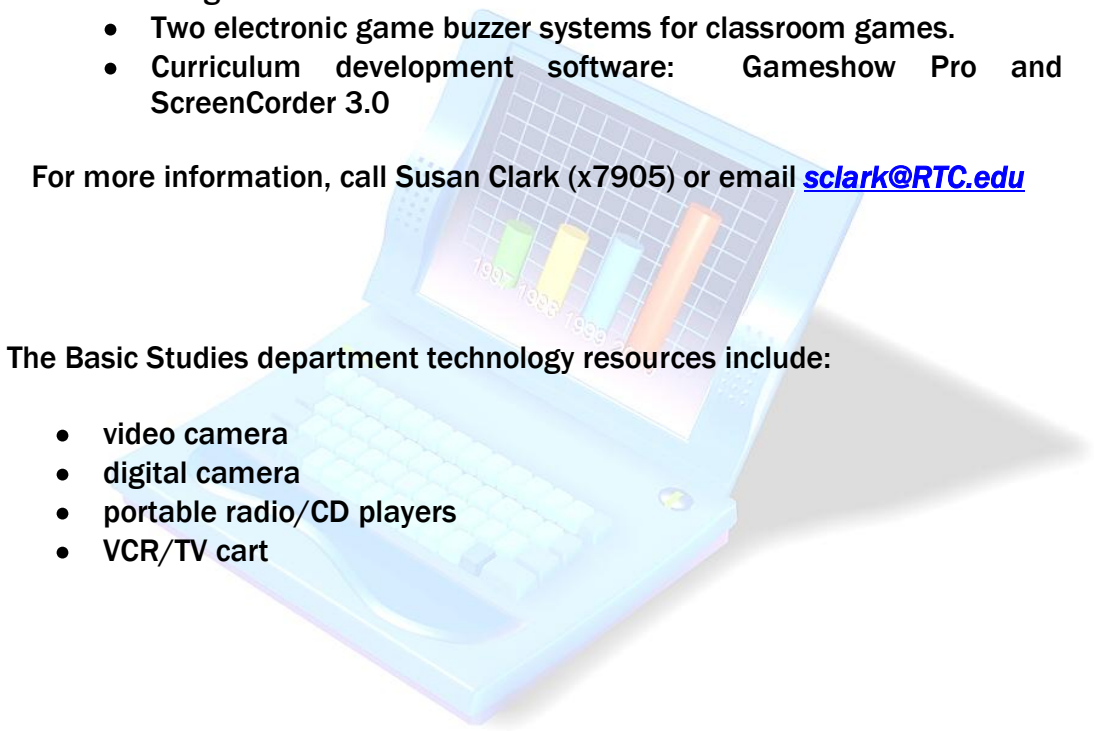
- Two video cameras that can be checked out for taping a presentation, lecture, mock interview, or special event.
- Two still digital cameras for one week checkout.
- VCR/TV carts for classroom use.
- Laptop and LCD projector for classroom use.

For more information, call the Help Desk (x5801) or email ***helpdesk@RTC.edu***

The Office of Instructional Improvement provides technology resources for classroom and teacher use. These include:

- Five still digital cameras for checkout.
- PC microphones to record audio onto computer.
- A digital voice recorder to record lectures or other audio material.
- Two electronic game buzzer systems for classroom games.
- Curriculum development software: Gameshow Pro and ScreenCorder 3.0

For more information, call Susan Clark (x7905) or email ***sclark@RTC.edu***



The Basic Studies department technology resources include:

- video camera
- digital camera
- portable radio/CD players
- VCR/TV cart

# ESL Software

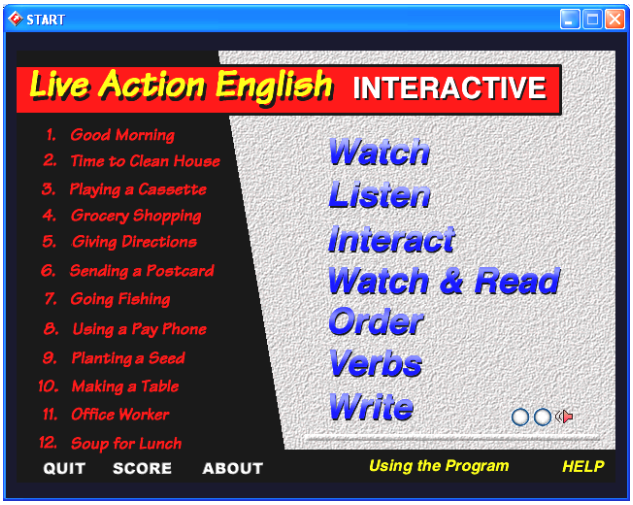
This program is for beginning ESL students. Billed as TPR for computer, it provides language practice within context of common daily routines. Interactive video clips makes it popular with students.

**IMPORTANT: NO NEED TO SET UP A CLASS IN ADVANCE TO USE THIS PROGRAM.** THE PROGRAM DOES NOT MONITOR STUDENT PROGRESS FROM A CENTRAL LOCATION. (students must print their progress reports and submit to teacher)

## Using the Program:

There are twelve main topics presented in the main menu. Each topic has seven different activities, starting with watching the video about the topic.

Students **first** select the topic they choose to study, then click on the name of the activity they want to do (Watch, Listen, Interact, Watch & Read, Order, Verbs, Write).




### Navigating the system:

At the bottom of each activity screen are these options: back, MENU, HELP QUIT and FORWARD.

Students should use HELP for the activity instructions.

***Tip***:
Operating this program isn't entirely intuitive, esp. for level-one students. **Use the LCD projector and speakers** to show students how to do each exercise the first time you use the program.

# Tell Me More Pro®

**THE THREE LEARNING MODES**

**TELL ME MORE** offers three learning modes which allow you to learn a language according to your interests and your learning objectives:

- the Free-to-Roam Mode, symbolized by a circle;
- the Guided Mode, symbolized by a triangle;
- the Dynamic Mode, symbolized by a square.

To find out more, refer to the detailed descriptions of each of these modes in the following sections.

***HOW* TO *SELECT A LEARNING MODE***

Once you have created or selected a user account, **TELL ME MORE** asks you to select a learning mode. You can change the learning mode by using the **Tools and Info** menu, represented by the arrow in the top right-hand corner of each screen.

***FREE-TO-ROAM MODE***

In this mode, the entire linguistic and pedagogical content of **TELLME MORE** is available to you through six different workshops, allowing you to choose from the full range of topics and activities offered.

The Free-to-Roam Mode is recommended for users who already have a good grasp of the language and wish to progress at their own speed or focus on a particular aspect of the language (e.g. oral or written expression).

***For products with several Lesson Families, you can change Lesson Family after entering TELL ME MORE***

***A Lesson Family is* a *group* of *lessons formed according* to *either: level (English Beginner), topic (English Business) or both level and topic (Business Beginner).***

***Organisation* of *the linguistic content: six workshops***

The content and activities are organized into workshops. Some activities work on several skills and/or areas of knowledge, and are therefore found in several different workshops.

We recommend that you start with the consultation activities **(Reference Works** and **Encyclopedia)** and the pronunciation activities **(Dialogue, Sentence Pronunciation, Word Pronunciation** and the **Phonetics Exercise),** then continue with the rest of the exercises, classed according to level of difficulty.

***Activities available in each workshop***

***Lesson Workshop (1) (activities organized into topics)***

- Dialogue
- Grammar Practice
- Sentence Pronunciation
- Mystery Phrase
- Word Pronunciation
- Crossword Puzzles
- Phonetics Exercise
- Word Order
- Picture/Word Association
- Sentence Practice
- Word Searches
- Dictation
- Word Association
- Text Transformation
- The Right Word
- Written Expression
- Fill-in-the-Blanks
- Video and Questions
- Words and Topics
- Lesson Glossary
- Words and Functions
- Lesson Grammar Explanations

***Cultural Workshop (activities focusing* on *the country in which the language is spoken) culture* of *the country in which the language is spoken)***

- Cultural Texts
- Riddles
- Maps
- Patchworks
- Map mania

***Vocabulary Workshop (activities developing vocabulary)***

- Glossary
- Fill-in-the-Blanks
- Picture/Word Association
- Words and Topics
- Word Searches
- Mystery Phrase
- Word Association
- Crossword Puzzles
- The Right Word

***Grammar Workshop (activities developing grammar skills)***

- Grammar Explanations
- Grammar Practice
- The Right Word
- Sentence Practice
- Fill-in-the-Blanks
- Dictation
- Words and Functions
- Text Transformation (2)

***Oral Workshop (activities developing oral expression)***

- Dialogue
- Picture / Word Association
- Video and Questions
- Word Searches
- Sentence Pronunciation
- Crossword Puzzles
- Word Pronunciation
- Word Order
- Phonetics Exercise
- Dictation

***Written Workshop (activities developing written expression)***

- Dialogue
- Dictation
- Grammar Practice
- Text Transformation (2)
- Word Order
- Written Expression (3)
- Sentence Practice

*(1) For certain topics in British English, only the following activities are available:* ***Dialogue, Sentence Pronunciation, Word Pronunciation*** *and* ***Crossword Puzzles.***
*(2) Not available at Beginner level.*
*(3) Not available for German and Dutch.*

***Some advice for beginners***
If you have no knowledge of the language, and you wish to work in the Free to-Roam Mode, we suggest that you start with the **Lesson Workshop.** Choose a lesson (which are classed according to level of difficulty), then do the different activities listed in the drop-down menu at the bottom of the screen.

***Finding your way round and working in the Free-to-Roam Mode***
From within an activity
The drop-down menu and the buttons at the bottom of the screen, from left
to right, allow you to:
**1.** go back to the last main menu visited (the main menu of the workshop you are working in);
**2.** access the previous screen;
**3.** access the next screen;
**4.** choose another activity from the current workshop. To find out more about the content of each workshop, refer to the **Organisation of the linguistic content: six workshops** section,
**5.** access the Results Breakdown screen.

***Options***
Below is a list of the modifiable options available when working in the Free-to-Roam Mode.
These options only apply when you are working in the **Lesson Workshop.** In the other workshops (Culture, Vocabulary, Grammar, Oral and Written), the modifiable options depend on the activity.

| **General Options** | |
|---|---|
| Speech recognition | Activate/Deactivate |
| Timer | Activate/Deactivate<br>Time per exercise (1 to 5) |
| Translation of words | Activate/Deactivate |
| Sounds | Activate/Deactivate<br>• Beep before student answer<br>• Sound effects<br>• Correct/incorrect answer sound<br>• Music |
| Help | Activate/Deactivate |
| **Activities Options** | |
| Dialogue | Expression/Comprehension<br>Number of wrong answers (1 to 3; only in comprehension mode) |
| Video & Questions | Display script |
| Picture/Word associations | Display words<br>Number of words displayed (2 to 4) |
| Dictation | Easy/Difficult |
| Crossword Puzzles | Translation of words/Listen to words<br>Grid size (5 to 11) |
| Word Searches | Display words/Listen to words<br>Grid size (10 to 15) |
| Pronunciation | Display pitch curve/Display waveform |
| **Mode Options** | |
| No options can be modified | |
| **User Options** | |
| Password | Change password |
| Tracking | Remove tracking (for work done in the Free-to-Roam Mode) |

***Results Breakdown for the Free-to-Roam Mode***

**In the Results Breakdown,** you can see your results (completed/correct) classed according to workshop, for all the activities available in each workshop. To see a results breakdown for the **Lesson Workshop,** you must select a lesson.

The Results Breakdown screen does not display results for consultation activities, such as **Grammar Explanations, Cultural Texts,** etc.

***Guided Mode***

A Learning Plan is a group of lessons and activities which are proposed to you in order of increasing difficulty.

We strongly recommend that you following the learning path suggested and start by clicking on the activity flashing. As you follow your learning path, it is possible to see your progress for each activity.

The Guided Mode it strongly recommended to users who wish to learn a language progressively with a Learning Path structured around lessons.

***Choice* of *Learning Path***

If the button in the bottom left-hand corner of the screen is active, you can choose from several different Learning Paths. Click on this button to access the **Choice of learning Path** screen and select the Learning Path you would like to work on.

A Learning Path specifically aimed at preparing for the TELC (The European Language Certificates), which has been developed in co-operation with WBT, provides users with the optimum environment in which to prepare them for the exam. After having followed this Learning Path, users can continue their course of study towards passing the TELC exam by using the mock exam paper in PDF format, which is located in the **TELL ME MORE SI PLUS** group of programs. To find this, go into **Start/Programs/TELL ME MORE SI PIUS/TEIC,** then click on either:

- ✓ **English language test;**
- ✓ **Spanish language test;**
- ✓ **German language test;**
- ✓ **Italian language test;**
- ✓ **French language test.**

***Personalizing your Learning Path***

The **Diary** allows you to adjust your Learning Path, indicating:

- ✓ Your daily availability to work on **TELL ME MORE;**
- ✓ The length of your training period (start and finish dates);
- ✓ The skills you wish to focus on specifically (listening, reading, speaking or writing).

| Skills | Activities |
|---|---|
| **Oral Comprehension** | Dialogue: Expression<br>Dialogue: Explore<br>Dialogue: Comprehension<br>Dialogue: Comprehension with Sentence Pronunciation<br>Crossword Puzzle: Listen and Write<br>Dictation<br>Video and Questions<br>Word searches: Play words |
| **Written comprehension** | Dialogue: Expression<br>Dialogue: Explore<br>Dialogue: Comprehension<br>Dialogue: Comprehension with speech recognition<br>Sentence Pronunciation<br>Sentence Practice<br>Fill-in-the-Blanks<br>Word Pronunciation<br>Word Order with speech recognition<br>Word Order<br>Word searches: play words<br>Word searches: display words<br>Phonetics Exercise<br>Picture/Word Association with speech recognition<br>The Right Word<br>The Right Word with speech recognition<br>Mystery Phrase<br>Crossword Puzzle: Listen and Write<br>Grammar Practice<br>Dictation<br>Written Expression<br>Text Transformation<br>Riddles<br>Mapmania<br>Patchworks<br>Keywords<br>Key Grammar Explanations |
| **Oral comprehension** | Dialogue: Expression<br>Dialogue: Comprehension with speech recognition<br>Sentence Pronunciation<br>Word Pronunciation<br>Phonetics Exercise<br>Picture/Word Association with speech recognition<br>The Right Word with speech recognition<br>Word order with speech recognition |
| **Written expression** | Word Order<br>Mystery Phrase<br>Sentence Practice<br>Crossword Puzzle: Listen and Write<br>Grammar Practice<br>Dictation<br>Written Expression<br>Text Transformation<br>Riddles |

***In some packs, the Diary is, by default, not activated.***

***Finding your way round and working in the Guided Mode***

· From within an activity

The buttons at the bottom of the screen, from left to right, allow you to:
**1.** return to the **Your selected Learning Path** screen;
**2.** access the previous screen;
**3.** access the next screen;
**4.** access the next activity in the Learning Path.
Once you have reached a certain point in an activity, **TELL ME** MORE suggests you move on to the next activity. Click on the **Next activity** button flashing at the bottom of the screen.
***You have* to *complete* a *certain percentage of activities before you can move* on to *the next activity. This percentage is predetermined by the Learning Path and cannot be modified.***

***Options***
Below is a list of the modifiable options available when working in the Guided Mode.
***Depending* on *the product range (commercial* or *professional market), some of the options listed below cannot be modified.***

| | |
|---|---|
| ***General Options*** | |
| ***Sounds*** | Activate/Deactivate:<br>beep before student answer<br>sound effects<br>correct/incorrect answer sound<br>music |
| ***Help*** | Activate/Deactivate |
| ***Activities Options*** | |
| ***Video & Questions*** | Display script |
| ***Picture/Word*** | Display words |
| ***Association*** | Number of words displayed (2 to 4)<br><br>Easy/Difficult |
| ***Dictation*** | Display pitch curve/Display waveform |
| ***Pronunciation*** | |
| ***Mode Options*** | |
| ***Percentage of activities*** | Parameters (5 to 100%) |
| Learning priorities | Select/Deselect |
| ***User Options*** | |
| ***Password*** | Change password |
| ***Tracking*** | Remove tracking (for work done in the Guided Mode) |

***DYNAMIC MODE***
In this mode, **TELL ME MORE** selects the activities it proposes to you in accordance with your original objectives and the results you obtain in each activity. **TELL ME MORE** supervises your progress, offering you the activities best-adapted to your needs in order to help you improve.

***Choice of objective***
There are two different types of objective. You can either:
- **Select an objective:** you choose one of the predefined objectives
or
- **Personalize an objective according to ability or knowledge:**
  - ✓ **objective according to ability:** you select one or several abilities, as well as the level or levels you wish to work at.
  - ✓ **objective according to knowledge:** you select one or several areas of knowledge, as well as the level or levels you wish to work at.

**Description of the objectives**

| **Select an objective** | |
|---|---|
| Complete | An objective grouping together activities working on all abilities and areas of knowledge. |
| Beginner | An objective grouping together activities working on all the basic abilities and areas of knowledge for Beginners. |
| Comprehension | An objective grouping together activities working on oral and written comprehension. |
| Expression | An objective grouping together activities working on oral and written expression. |
| Vocabulary | An objective grouping together activities working on vocabulary. |
| Grammar | An objective grouping together activities working on grammar. |
| **Personalize an objective** | |
| **According to ability** | |
| Oral comprehension | An objective grouping together activities working on oral comprehension. |
| Oral expression | An objective grouping together activities working on oral expression. |
| Written comprehension | An objective grouping together activities working on written comprehension. |
| Written expression | An objective grouping together activities working on written expression |
| **According to knowledge** | |
| Vocabulary | An objective grouping together activities working on vocabulary. |
| Grammar | An objective grouping together activities working on grammar. |

Once you have chosen your objective, click on the **Access the activities** button to get your learning underway.

***Some advice for beginners***

If you have no knowledge of the language you wish to learn, we suggest that you select the **Beginner** objective.

***Finding your way round and working in the Dynamic Mode***

*****From within an activity

The drop-down menu and the buttons at the bottom of the screen, from left to right, allow you to:

1. Go back to the Dynamic Mode main menu;
2. Access the previous screen;
3. Access the next screen;
4. Access the next activity (this could be either a similar exercise to the previous one, or a completely different activity altogether);
5. Access directly, using the **I would like...** list, another type of activity, the next lesson or the dialogue corresponding to the exercises

***Options***
Below is a list of the modifiable options available when working in the Dynamic Mode.

| **General Options** | |
|---|---|
| Translation of words | Activate/Deactivate |
| Sounds | Activate/Deactivate<br>beep before student answer<br>sound effects<br>correct/incorrect answer sound<br>music |
| Help | Activate/Deactivate |
| **Activities Options** | |
| Video and Questions<br>Dictation<br>Pronunciation | Display script<br>Easy/Difficult<br>Display pitch curve/Display waveform |
| **Mode Options** | |
| Dynamic Mode | Number of times an exercise is done (2 to 10) |
| **User Options** | |
| Password<br>Tracking | Change password<br>Remove tracking (for work done in the Dynamic Mode) |

***Results Breakdown for the Dynamic Mode: Profile and Progress graphs***
Two separate graphs allow you to follow your progress towards your chosen objective.
The **Profile** chart provides an up-to-date picture of your overall progress in each of the areas defined by your objective.
The **Progress** graphs detail your improvement in each of the abilities and/or areas of knowledge within your objective. This allows you to see the development of your language skills as you work. Each point of the curve corresponds to one step in your progression.
***The Progress screen is only available from the second day that you use TELL ME MORE.***

**TOOLS**
***PEDAGOGICAL TOOLS***
Several tools are available to assist you while you learn with **TELL ME MORE**. They can be accessed either from the toolbar in the top left-hand corner of the screen, or from the **Tools and Info** menu.
***Find out more about a word***
The **Find out more about a word** icon situated in the toolbar in the top left-hand corner of the screen, gives access to:

- translation of the word, if there is one available and the option is activated;
- the **Word Pronunciation** exercise;
- recording of the word;
- the **Conjugation Tool**(if the selected word is a verb).

***Translation***
The **Translation** icon situated in the tool bar in the top left-hand corner of the screen, gives access to a translation of the texts, scripts and titles. This function is available in the **Dialogue, Video and Questions, Grammar Explanations, Glossary, Cultural Texts, Words and Functions** and **Words and Topics** activities.

***Glossary***
If you wish to check the meaning or pronunciation of a word, you can access the **Glossary** from the **Tools and Info** menu in the top right-hand corner of the screen (represented by an arrow). You can view words classed according to level of difficulty and by lexical group or you can search for them.

***Grammar Explanations***
The **Grammar Explanations,** accessible from the **Tools and Info** menu in the top right-hand corner of the screen (represented by an arrow), allow you to view all of the grammar explanations available in **TELL ME MORE ,** searching either by level or by grammatical category. In certain exercises, the **Grammar Explanations** link gives you access to grammar explanations relevant to the exercise.

***Conjugation Tool***

This tool enables you to see the conjugation of a verb, either from the **Find out more about a word** menu when working on an activity, or at any time from the **Tools and Info** menu in the top right-hand corner of the screen (represented by an arrow).
The **Conjugation Tool** allows you to search by level of difficulty or by keyword. You can also access a specific mood or tense.

***COMMUNICATION TOOLS***
***Online Services***
The **Online Services** can be accessed through the **Tools and Info** menu in the top right-hand corner of the screen (represented by an arrow). Clicking here connects you to the **Club Auralog** homepage, which offers users a range of resources, such as:

- the **Word of the day** and the **Quote of the week,** a fun approach to language learning;
- the **Club,** which gives you access to the **Online Resource Centre,** offering pre-selected Web sites of linguistic and cultural interest suited to your language skills, and to the Chat room, where **TELL ME MORE** users can exchange opinions and through which Tutors can answer questions;
- the **Horizons** section, through which you can plan a business trip or holiday abroad.

***PRINT***
The **Print** function is accessed through the **Tools and Info** menu in the top right-hand corner of the screen (represented by an arrow).

**HELP**
Three different help options are available in the **Tools and Info** menu in the top right-hand corner of the screen (represented by an arrow).

***ON THE CURRENT SCREEN***
The **On the current screen** help option provides a step-by-step explanation of how the screen you are looking at works and how to navigate around it. Once the whole explanation is finished, place the mouse over the numbers to reread specific sections of the explanation.
The **On the current screen** help option begins automatically each time you visit a screen for the first time (with the same user name). To deactivate the help sequence, go to the **General Options** menu. To exit the explanation, just click anywhere on the screen

**ON *THE NAVIGATION***
After selecting the **On the navigation** help option, place the mouse over the marked out areas around each icon for an explanation of their function.

**ON *SPEECH RECOGNITION***
This help option only concerns those activities which use speech recognition. It will provide all the advice necessary to successfully complete the exercises using speech recognition.

**ADVICE ON IMPROVING YOUR PRONUNCIATION**

***WAVEFORM AND PITCH CURVE GRAPHS***
Each word and sentence has a corresponding waveform and/or pitch curve graph. The waveform graph traces the amplitude of the voice as a function of time, whereas the pitch curve graph displays the frequency variations of the voice. You can see the recording of the word or sentence you pronounced in graph and curve forms and compare it with the model. These graphs enable you to work on and improve your pronunciation and intonation.

***DETECTING PRONUNCIATION ERRORS***
If you make a pronunciation error in a sentence pronunciation exercise, it will be automatically detected by **TELL ME MORE** and highlighted in red. If you would like to improve your pronunciation of the highlighted word, click on the **Pronounce the words in the sentence** icon.
***The automatic detection of pronunciation errors system (S.E.T.S.) does not work if the sentence is pronounced particularly badly.***
***SCORING***

**TELL ME MORE** evaluates your pronunciation on a scale of 1 to 7 (7 being the highest score possible), according to the difference between your pronunciation and that of the model. The score awarded to you is displayed by a column of rectangles. Each rectangle represents one point. If your pronunciation merits a score higher than the level of difficulty you selected, the rectangles are green. If your pronunciation merits a score below the level of difficulty you selected, the rectangles are grey.

The results of all your attempts are displayed in the **Score** box. There is no limit to the number of attempts you can make. To improve your score, repeat the exercise several times and try to imitate the intonation and rhythm of the model. You can listen to both the model and the recording of your own pronunciation as many times as you like: click on the loudspeaker to the left of the graph you would like to hear the recording of.

***COMPARATIVE LISTENING***

Compare your own recordings to improve your pronunciation. Click on the corresponding column of rectangles to see the graph and hear the recording of the pronunciation attempt you wish to compare. Through listening and comparing your different recordings, you will be able to analyze your pronunciation faults and pinpoint your errors by comparing your recordings and graphs to those of the model.

***PRONUNCIATION* OF *A PARTICULAR WORD***

If you would like to focus on a specific word in the sentence, **TELL ME MORE** allows you to isolate this word by clicking on the **Pronounce a word in the sentence** icon. Try to pinpoint the difference between your pronunciation and that of the model. Then, practice pronouncing the word in isolation before trying to say the whole sentence again.

***PHONEME PRONUNCIATION EXCERCISE***

In the **Phonetics Exercise,** detailed 3D animations show you the articulations necessary to pronounce each phoneme. Seeing how each phoneme is produced will allow you to memorize and reproduce the sound more easily. Choose the phoneme you would like to work on by clicking on the corresponding line.

A computer-generated animation will appear showing both mouth and tongue positions, in profile and head-on, for each phoneme. The phonetic symbol of the phoneme (based on the International Phonetic Alphabet) is written in green at the bottom left of the animation. Try to reproduce the articulations corresponding to the phoneme. Click on the **Play** button to start the animation and display a short explanation.

When you have finished practicing a word, click on the **Next word containing the phoneme** arrow to practice another word containing the same phoneme. Then, click on the **Sentence practice with this word** icon to practice saying this word in a sentence. Click on the **Pronunciation of the Word** icon to return to pronouncing the word.

**ANSWERING YOUR QUESTIONS**

***FAQ ONLINE***

If you encounter problems doing an activity or do not understand how a particular screen works, consult the different help options in the **Tools and Info** menu in **TELL ME MORE.** Should you not find the answer to your question there, you can access the regularly-updated FAQ section online at **www.auralog.com** or the **Aurdoc** directory on the root directory of your CDROM/DVD- ROM.

***TECHNICAL SUPPORT***

If the FAQ section does not provide you with a satisfactory solution to your questions or problems, you can contact the technical support team. You will find their contact details on the back of the product packaging or in the accompanying documentation.

# Talk Now & World Talk Software Guide

These programs focus on ESL vocabulary-building activities. Talk Now is for beginning students (level 1-2), while World Talk is for slightly higher levels (2-3). Both programs allow students to record their pronunciation of vocabulary words.

**Create a Class:** To add a new class, click the name of the program, then click on Add New Class in the manager menu or toolbar.

**Enrolling Students:**
To add a student, first click on the Class Name, then click the Add Student button from the menu manager or toolbar. Enter the student name and password. You can also opt to allow students to join themselves to a class.

**Using the Program:**
Students log onto the program by choosing their class name from the list, then selecting their name. You can monitor student activity from the instructor computer by clicking on the student name, then selecting "monitor" from the manager menu or toolbar.

While monitoring a student, you can use the Message feature to communicate with only that student. The message with a reply button will pop open on the student's screen.

**Learning Activities:** The vocabulary activities are grouped around 12 topics presented in the main menu. After selecting a topic, students choose an activity from the menu on the right-side of screen.

**Progress Reports:** To see progress of an individual student, click on the student name then select "Reports" from the manager menu or toolbar. To see entire class progress, click on the class name then select Reports. You have the option of printing a class summary or individual reports on all students.

# Pronunciation Power Software Guide

**PROGRAM DOES NOT REQUIRE ADVANCE SET UP. NO STUDENT LOG-IN IS REQUIRED, and RESULTS ARE NOT RECORDED TO A MANAGEMENT SYSTEM.**

**Two Program Levels:**

Pronunciation Power 1
(includes games and dictionary)

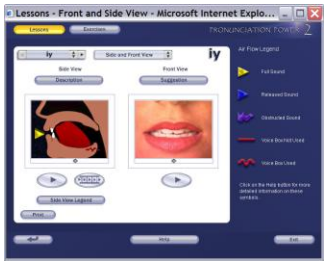
Pronunciation Power 2

**User Options:**

- View program help and interface in multiple languages.
- View pronunciation dictionary by double-clicking on any word. (level 1)
- View language translation by double-clicking on any word. (level 2)

**More instructions are available at:**

[www.englishlearning.com/en/teacher.html](www.englishlearning.com/en/teacher.html)
and in Appendix of this Guide



# Pronunciation Power Teacher Manual

PROGRAM LEVEL
Pronunciation Power 2 is geared to Intermediate to Advanced ESL /EFL learners.
Pronunciation Power 1 is geared to Beginner to Intermediate ESL/EFL learners.
These programs are excellent tools for teachers of ESL to compliment their classroom learning environment by aiding the students in practicing and improving their pronunciation skills through self-study. They are best used as self study tools. The teacher can direct the student as to the Lessons that would be best for them to study and then the program is designed for the student to be able to go ahead and practice on their own. Following are instructions for how to instruct the students to use the programs as their personal pronunciation aid.

PROGRAM BENEFITS
Research has shown that other programs tried to cover too many concepts which resulted in them being too complex. There was too much of a learning curve for students to learn how to use the program itself rather than program content.
Pronunciation Power products are extremely user friendly:
- they deal with pronunciation directly ( although spelling, reading and listening are dealt with indirectly).
- there are very few icons to understand and the icons stay the same throughout the program.
- a help button and reminder button is available on each screen.
- they are not linear programs, students can move to whatever section they wish whenever they wish.
• They contain 1000's of hours of listening time alone.
• There are over 1800 individual practice words as well as 1200 practice sentences.
• Listening for intonation – students can listen as often as they want to the voice of the instructor throughout the program.
• Spelling is dealt with indirectly but extremely effectively through the use of the toggle button, which highlights the sound in the word that the students is working on. The toggle button is shown on the screen as two circle side by side. Click on one circle and the sounds highlight in the words. Click on the other and the highlights are removed. English spelling is very obscure. George Bernard Shaw
once gave an example of how much: What does this word say "ghoti"? ( answer- "fish" - "gh" as in rough " o" as in women "ti" as in nation
• These products are self-monitoring. It is important for the student to be able to evaluate his/her own mistakes and correct them. It is important he/she learns to hear the difference of his/her pronunciation compared to correct pronunciation. This program allows as much practice as a student wishes.
• Important note: not all linguistic possibilities are dealt with in this program i.e.) "o" difference in "cot"/"caught" : flaps: different tongue positions for the g and k sounds ( back of hard palate or on the soft palate depending on what vowel follows it). These fine linguistic differences are not a concern to second language learners so we have focused on sounds that will make them understandable – the most predominant sounds and sound difficulties i.e.)cut/cot. This is a userfriendly program that deals with the most significant sounds - any more and the program would be too complex or require too much memory

USER MANUAL LESSONS

*Note to teacher:*

The students will go to the Lesson of the sound that they are needing/wanting to correct or improve.

- Each button is linked to instructional help at the bottom of the page so the student should be able to use the program without much teacher interaction. - Sounds are grouped according to groups of sounds or sound pairs that English learners struggle with i.e.) b is voiced whereas p is not (same mouth position).
- Once in a particular Lesson the students can go to whichever Exercise they choose after completing the Lesson.: Sample words, Listening Discrimination, Comparative words, S.T.A.I.R, Sample sentences. Pronunciation Power 1 also has the option of an interactive dictionary and 4 interactive games.
- A teacher can have the student save their recordings. This feature can be used as a test of progress or as teacher review of student work.

LESSON GUIDE

The teacher may want to introduce Pronunciation Power products Lessons in the following way:

**Side View:**

• Point out the voice box and air flow. Discuss the airflow legend on the right of the screen. Advanced information on this is available in the on program manual.
• Show that animated movement is made by clicking on the play button or on the animation.
• Show the slow motion ( frame by frame) process of seeing graphic movement. Show how mouth or tongue position can shown in all positions.
• Description - point out that student can read about or listen to how the sound is made. (PP2 only)
• Click on the Side View Legend to demonstrate the diagrammed mouth in detail. It is effective to show this after the student has listened to the description screen and a word like "hard palate" has been used. (PP2 only)

**Front View:**

This is a video of lip movement for each sound.
• Show the movement of the lips by clicking on the play button.
• A female voice is used so students can hear how the sound is a little different for each individual.
• Demonstrate the Suggestion: with each front view (in Pronunciation Power 2 only). It focuses on specific sound difficulties some language groups may have i.e.) l/r or iy/I for Chinese speakers.

**Speech Analysis:**

It is very important to read the manual section about speech analysis. Learn how to read wave forms well. Know how to recognize such things as background noise or variances in volume and tone etc.

*To the teacher:*

• This is a visual TOOL. It is impossible to get a perfect match but the student should try to have their wave form as closely math the shaded area as possible. The student must use the listening (auditory) component as well.
• Students learn how to read wave forms when they practice. Practice includes listening and comparing their voice with that of the instructor's as well as the wave form.

• Poor pronunciation can only be changed by practice. Students are motivated by this mode of practice. Stress that it is good for students to keep practicing – they get better, lose their inhibition to speak, and with this tool they aren't embarrassed as they can be in a group/class setting.
• The wave form is used only for phonemes. During development we tested wave forms with sentences, comparative words and single words - it was much too difficult for students to analyze.
• Demonstrate how the "pointer hand" can be used to align the recorded wave form into the shaded area. Advanced information on this is available in the on program manual.

EXERCISES GUIDE
The content of the Exercises contain a broad range of vocabulary and themes. The vocabulary and reading level is much higher with Pronunciation Power 2 than Pronunciation Power 1.
The teacher may want to introduce Pronunciation Power Exercises in the following way:
• Reinforce the fact that students can practice and listen as much as they desire without depending on someone else and without embarrassment. Through practice in recording all of the exercises their pronunciation will improve. Encourage them to listen carefully to the differences between their own recordings and that of the instructor's. After hearing the differences they should then try again and try to come as close as possible to the sound of the instructor.
*Note to teachers:*
Translations are available for all help and vocabulary in Pronunciation Power 1 only. In Pronunciation Power 1 if the students have chosen another language they may hold the pointer hand over a word to have the translation of that word at the bottom of the screen.
**Sample Words:**
The sound the student is working on has the following position in the word:
- first column - sound is at the beginning of the word
- second column - sound is in the middle of the word
- third column - sound is at the end of the word
• The student will listen to the words and then record their own voice. They will then listen and compare their recordings to that of the instructor's. The teacher can have the students save their recordings in their own folder on the desktop. Advanced information on this is available in the on program manual.
**Listening Discrimination:**
The students must be able to hear sound differences to be able to say them. This exercise will help improve their listening skills. Both words fit into the context of the sentence so the student cannot figure out the correct word through reading, they must listen.
The two choice words in the sentence randomly switch position therefore the student cannot memorize the correct sequence, they must listen.
• The students will listen to the instructor and choose which word he said by clicking on it. If they are correct a green check mark will appear. If they are incorrect a red cross will appear.
Pronunciation Power 1 only: The students can click on the instructor's recording of the two words (below the two words) if they want to hear both words.
Listening Discrimination B (in Pronunciation Power 1 only)
• The students must listen to the instructor and decide if the two words they hear have the same practice sound in them. They must choose yes or no. Comparative Words: (also

known as minimal pairs) These are paired in sound similarities that students struggle with i.e.) iy/I l/r g/k g/d etc.

• The student will listen to the words and then record their own voice. They will then listen and compare their recordings to that of the instructor's. The teacher can have the students save their recordings in their own folder on the desktop. **Sentences:**

There is a 20 second record limit for the sentences. As the sentences get longer students must phrase or group to get through the sentence in time. With practice this becomes natural. These sentences provide ample opportunity for the user to listen for intonation. • The students will listen to the words and then record their own voice. They will then listen and compare their recordings to that of the instructor's. The teacher can have the students save their recordings in their own folder on the desktop. Advanced information on this is available in the on program manual.

• Reinforce the use of the toggle button to highlight the sounds that they are working on.

*Note to teachers:*

For all exercises other than Listening Discrimination note the following extremely important features:

• The toggle button is beneficial for teaching or demonstrating spelling in 2 ways - a) teaches spelling indirectly i.e.) uw can be spelt 8 different ways: too, to, two, through, sue, shoe, suit, new. This can be seen by demonstrating it in a sentence with the toggle button on and off. b) teaches spelling directly : give a sample idea such as - Have students listen to the sentence without sounds highlighted. Write down which words have the sound that the student is working on. The student can check his/her own work by turning on the toggle button. Reinforce the value of this button.

**S.T.A.I.R.** –This unit of exercises is developed for the student to practice several speaking skills.

S- Stress in words. Large dot shows strong stress. Small dot shows weak or no stress.

T - Timing - Watch the highlights on the words move with the instructor's voice. Record your voice along with the moving highlights.

A - Articulation - Words are often shortened when they are linked to other words. This is shown with a curved line above the words.

I - Intonation and pitch. These voice changes are shown with arrows.

R - Rhythm. Watch the highlights as with timing.

• The students will listen to each sentence and watch the moving highlights and the symbols. Record along with the highlights.

8 in 1 English Pronunciation Dictionary (also included in Pronunciation Power 1)

*Note to teachers:*

Have the students use this dictionary to improve their pronunciation through various detailed searches of words. This dictionary is a self study tool and is best used after the teacher has shown the students all of the variety of uses of the tool. Translations are available for all instructions and buttons and vocabulary. Root words are words shown in their simplest form. Translations for nouns (N) and verbs (V) are available in the root word only. The forms (plurals) of all of the nouns (N) in this program are available. They will appear on the "Center list" when you search by Sound or Text. The forms (plurals) will appear in the "Details box" when a word that is a noun is selected for detailed viewing and practice. The forms (conjugations) of all of the verbs (V) in this program are available.

They will appear on the “Center list” when you search by Sound or Text. The forms (conjugations) will appear in the “Details box” when a word that is a verb is selected for detailed viewing and practice.
Some English words do not have a suitable translation in your language. You will see "No translation available." instead of a translation. Help bar: The instructions appear in this bar when the students drag the cursor over a button or functional area.
**Search/Find area:** This is the area where the students can chose to find words according to various search options.
1. Search by alphabet. Click on the tab that says "Alphabet". Click on one of the letters of the alphabet to show all of the words that begin with that letter. This search will show root words in the center list.
2. Search by sounds that appear in words. Click on the tab that says "Sound". Hold on the arrow to see the selection of sounds. Listen to each of the sounds by dragging the cursor to each one. Click on any one of the 52 sounds available. Chose, by clicking the button, to have the sound located at the beginning of the words only, end of the words only or anywhere in the word. This search will show the root words and their forms in the Center list.
3. Search by text. Click on the tab that says "Text". Type in the box. Chose, by clicking the button, to have the words listed that "Start with", "End with" or "Contain" the letters typed in the box. An entire word can be found by typing the word and choosing "Exactly match". This search will show the root words and their forms in the Center list.
4. Click on "All Words" to search for all of the root words in the dictionary.
5.Click on "Nouns" to show all of the nouns available in the program.
6. Click on "Verbs" to show all of the verbs available in the dictionary.
7. Click on "Other" to show all of the words that are not nouns or verbs.
8. Search by Theme. There are 39 themes in this dictionary. Click on the theme button. Click on one of the themes to show all of the words available in that theme. This search will show the root words in the Center list. These searches will show the root words in the Center list.
**Center list -** The "Center list" shows the list of words that are the result of the search that was performed in the "Search/Find area". Click on a word on the list to hear it. Click on a word for it to appear in the "Details box". Scroll through all of the words by using the scroll bar.
**Details box** - The "Details box" shows the details of a word chosen from the "Center list". The details include: a large picture (if there is a picture available), a sample sentence using the word, listening and record and play back features, as well as conjugations of the verbs and plurals of the nouns. Click on a word to hear it. Click on this button to record your voice. Click on this button to stop the recording. Click on this button to listen to your recording. The sample sentence is for reading only, there is no sound available. The final self-help practice is through the games unit (Pronunciation Power 1 only). After the students have completed the Lessons and Exercises for a particular unit they will enjoy the fun-filled practice of any one of the 4 interactive games. All instructions are available on screen and are easy to understand. The games are easy to learn.

VOCABULARY
articulation - manner of obstructing air flow (air flow is described in detail in the user manual)
articulators - bottom lip, bottom teeth, tongue, jaw

aspiration - burst of air which happens with voiceless sounds p, t, k in certain positions in a word
auditory - anything requiring listening
aural - listening
blend - sounds flowing together i.e.) isn't it iznit
consonant cluster - 2 or more consonants together. Do not confuse with single phonemes that are written with 2 symbols i.e.) th, sh, ph, ch
diphthongs - complex vowel sound created by a vowel and semi-vowel together i.e.) (oy),boy (ey), bait (ay) buy
flap - variant of the "t" sound which occurs between 2 vowels. It actually sounds like "d" i.e.) butter budder We do not address flaps in this program.
intonation - rise and fall of pitch in a sentence
IPA symbols - International Phonetic Alphabet - we use some of these symbols for the 52 sounds and some of our own. The symbol for the sound chosen is always shown in the top right hand corner of each screen. linking - blending of words in a phrase also known as phrasing or grouping. This concept is dealt with in sentence exercises (note further comments on this in the rest of this manual) minimal pairs / comparative words - words that differ in only 1 sound i.e.) g-d as in gone/Don g - k - as in dog / dock oral - speaking
phonemes - individual sounds
phonetics - study of speech sounds
pitch - frequency of vibration of voice. Issues around stress, pitch, intonation, rhythm are dealt with in sentences.
reduced vowels /vowel reduction - in natural speech we often drop ending vowels to flow to the next word i.e.) I'm going to the store. I'm going t'the store.
This concept is dealt with in the S.T.A.I.R
reduction - in relaxed speech sounds are reduced or dropped
schwa - " $\partial$ " sound (as in but)
segmental - individual sounds
supra segmental - aspects of speech above the level of individual sound, includes rhythm, stress, intonation, phrasing
semi-vowels - w and y
stress - emphasis on a syllable or word
voicing - note manual for explanation of voiced and voiceless
*Note: Glossary in manual contains further vocabulary*

# Pronunciation Power Supplementary Exercises

Pronunciation Power can also be used to develop student exercises for practice in reading, spelling, vocabulary and writing. Although the CD was developed specifically for teaching and practicing pronunciation, it can be creatively used for a number of activities.
Following are a number of exercise ideas that can be developed by a teacher to use along with the CD. When the suggestion says to choose a "UNIT" this directs the student or teacher to choose a sound and use the exercises that accompany that sound i.e.) g unit - the g sound is the chosen unit.
The exercise suggestions are presented as ideas to be developed. This program can be used as a powerful teaching tool for many other ideas as well - just let your imagination run wild!

**SPELLING**
Have the student do the following:
1. Choose a unit. Go to Exercises and choose sentences. Write down all the words that have that sound before activating the toggle button. The student can then selfcheck their work by using the toggle button to highlight the sounds.
2. Choose a unit. Go to Exercises and choose sentences. Write down the words from the sentences that have unusual spellings for that sound. find other words in a dictionary that use the same spelling for that sound.
3. Choose a unit. Go to Exercises and choose sentences. Give 2 examples of each of the different ways a sound can be spelt.
4. Choose a unit. Go to Exercises and choose sentences. List 20 words that have silent letters in them.
5. Find which vowel sounds use more than one vowel to spell a single vowel sound. Give 10 examples of each.
6. Find which consonant sounds use more than one consonant to spell a single consonant sound. Give 10 examples of each.
7. How many different ways can you spell the following sounds:
8. Choose a unit. Go to Exercises and choose sentences. Write down 20 words. Use the dictionary to break these words into syllables.
9. Choose a unit. Go to Exercises. Find and write down the following: 30 different one syllable words. 20 different two syllable words, 10 different three syllable words, 5 different four syllable words.
10. Give a spelling rule to the student. Have the student find 10 words throughout the program that are examples of that rule.
11. Use the sentences from Listening Discrimination or Sentences as a dictation. Have the students correct their own spelling from the program.
12. Choose a unit. Have the student study the words in Listening Discrimination or Sentences. Follow-up by using these sentences for dictation.
13. Save dictations used from the sentences from the program. Have the students study their corrections. Redo the dictation in a designated period of time. Have the students keep record of their improvements.
14. Choose a unit. Use sentences for dictation. Read the sentences to the students at normal conversation speed. Have the students write the main words they hear only. Upon

completion have them check their own work, correct their spelling errors and fill in the words they did not write.

**READING**

Have the students do the following:

1. Choose a unit. Go to Exercises and choose sentences. Do not have the toggle button activated. Write down all the words you think do not read the way they spell. Check your work by highlighting the sounds with the toggle button.
2. Read and record a Sample word, Comparative words or Sentences before listening to the instructor. Listen to the instructor after your recording to be sure you are correct.
3. Choose a unit. Go to Exercises. Make a list of the words you have difficulty with when reading a sentence. Refer back to that list to practice.
4. Choose a unit. Go to Exercises and choose Comparative Words. Study word patterns in this section. Add your own words to these patterns.
5. Choose a unit. Go to Exercises and choose Listening Discrimination or Sentences. Take 10 difficult words and break them into syllables.
6. Choose a unit. Go to Exercises and choose any exercise. Before reading, write down the words you do not know. Listen to the instructor while you look at the word. Practice the words you have written.

Teacher directed activities:

7. Choose a unit. Write sentences that leave blanks that fit the words from sample or comparative words. Have the student fill in the blank with the correct words.
8. Choose 2 or 3 units. Have questions prepared that the students have to find the answer for in the sentences in those units.
9. Choose 5 to 10 units. Give the student a list of words to find in those units. This helps sight word recognition skills.
10. Prepare fact finding questions for a unit. Have the student find the answer.
11. Choose a unit. Give 10 statements about the sentences in the unit. Have the student read the sentences in the program and then state whether the statements are true or false.
12. Have the student find and write words with certain specified endings. The teacher can have many endings done at once by using a chart.

**VOCABULARY**

Teacher directed activities:

1. Choose a unit. Have the students go to Sentence exercises and find 10 words they do not understand. Have them look the words up in the dictionary, write down the definition and then use each word in a sentence.
2. Choose a unit. Give the students 10 word definitions. Have them find the 10 words you have defined.
3. Choose a unit. Have students paraphrase sentences 5 to 10.
4. Choose a unit. Have the students go to Comparative Words and explain the difference in word meaning for each pair.
5. Choose a unit. Have the students go to Sentence exercises and pick out, for each sentence, the "clue" words in the sentence that tell the meaning of the sentence.
6. Have the students write down 10 new words they have learned. Have them explain the meaning of those words to another student.

7. Make up a list of words that have synonyms present in units of your choice. Have the students go to those units and find the matching word. The same can be done with antonyms.
8. Preview the vocabulary in the Sentences exercise of a unit. Write down the difficult words. Have the students look up the words and their meanings in the dictionary before reading the sentences.

**WRITING**
Teacher directed activities:
1. Have students write 5 sentences using as many sample words as they can.
2. Have the students rewrite the sentences in a different tense or person.
3. Have the students listen to the sentences without looking at them and make study notes while they listen.
4. Have the students prepare questions for the sentences in a chosen unit. Use the questions for other students to write the answer to.
5. Any grammar structure can be reviewed. Have the students do exercises such as:
Find the irregular verbs in the unit.
Find the clauses in the sentences in the unit.
List the tense used for each sentence in the unit.
Find the plural nouns in the unit. etc.

**INTONATION**
Listening (for intonation, phrasing)
The sentences from the exercise menu are an excellent resource for aural and oral practice of intonation, word stress and phrasing.
1. Go to Exercises and choose Sentences. Listen carefully to the sentence. Write down how the instructor group[s words into phrases.
2. Go to Exercises and choose Sentences. Write down the words that blend together.
3. Go to Exercises and choose Sentences. Write down the words that seem to be Shortened
Teacher directed
1. Hand out a sheet of the sentences for a certain sound. Have the students listen to the instructor on the CD several times. Tell them to listen for intonation, word stress, rhythm and phrasing. Have the students mark the sentence to indicate where each of these pronunciation components is occurring. Instruct them in using symbols: I for phrase separation - / for word stress - ~ for rhythm.
2. Create questions from the sentences that require phrase answers. Have the students answer from the written script. Have the students listen for those phrases.

# Rosetta Stone

## The Complete Language Solution

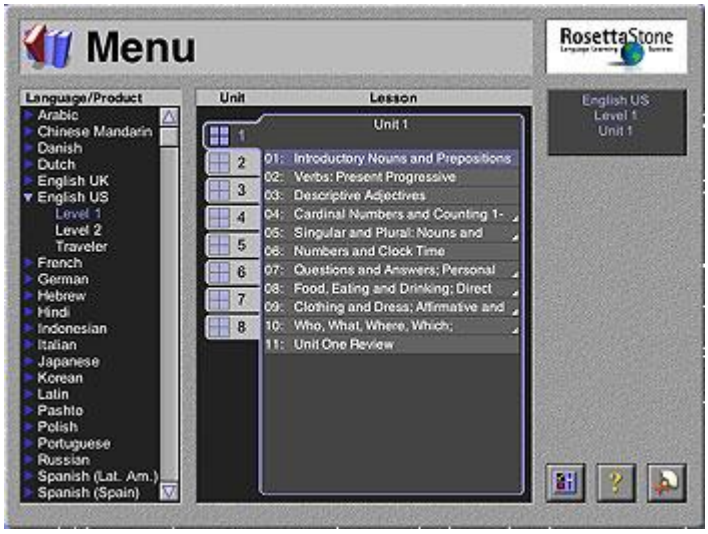
The Rosetta Stone is the language solution for individuals and institutions worldwide. Dynamic Immersion accelerates learning from basic to advanced, making every minute count. Here's how

The Rosetta Stone programs give new language learners of any age the same first-time experience of success they knew as children. We learn our first languages without translation or memorization. The Rosetta Stone uses the same techniques to ensure success no matter which new languages you want to learn.

## Getting Started

After you register in the Online Language Learning Center, there is a one time set-up process before you're ready to launch the Rosetta Stone. Over a 56k modem, the setup takes about 10 minutes

## Accessing Your Lessons




Select a Language, then choose the Lesson you wish to study. Once you purchase a course, all lessons in that language will be available to you.

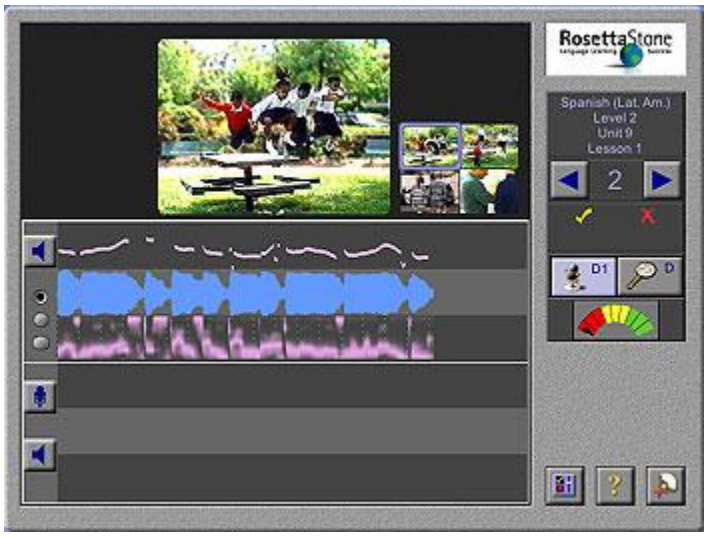
## Listening Practice

Speech is the core of all language and the primary goal of the language learner. This activity teaches you to link speech directly with meaning. Match the spoken phrase and the image correctly and the meaning is clear. No translation or memorization.

## Reading Practice

Reading practice parallels the comprehension of speech. This activity develops reading skills by presenting written text without spoken-language support. Match words to image and the computer verifies the meaning.

## Speaking (Speech Comparison)




Speaking a new language is the learner's most rewarding challenge. This activity records your voice and plays it back for comparison with the voice of the native speaker. A graded meter quickly assesses your proficiency and a voiceprint analyzes your pronunciation in detail.

## Writing (Dictation)

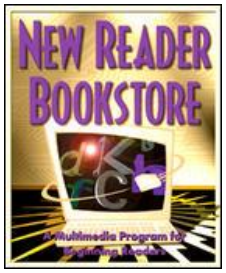
Writing in a new language requires attention to spelling, syntax, accents and punctuation. Dictation checks your written work for accuracy. Write what you hear, using the onscreen keyboard.

## Activities Selection Screen

Choose the Language Skill you want to develop:Listening Comprehension, Reading, Speaking or Writing. Then choose an Exercise that suits your learning style.

## Reading and ABE Software

# New Reader Bookstore Software Guide




*This program for new readers focuses individually on each consonant. The 20 consonants are each presented individually in story-book format. Every book has 14 chapters of letter-sound activities that develop reading skills for the target consonant.*

**STEP 1:** **Registering as a Teacher:** To register as a teacher, choose the TEACHER button on the first screen. Use the Administrator's ID of 99999999 the first time you log on. Click the Add Teacher button, and enter your name and personal ID number. This is the name and ID you will use to access your class and student records.

Click the RESTART button, and log back into the program with your ID number.

**STEP 2:** **Creating a Class:** To create a class, click the Add New Class button and enter your class name. This is the name that students will select when logging onto the program.

**STEP 3:** **Enrolling Students**: To add students, first click on the Class Name, then click the Add Student button. Enter the student name and ID. This is the ID the student will use to log into the program.

**STEP 4:** **Using the Program:** Students will log onto the program by first selecting their class name from the list, then entering their ID number. Students can view their progress by clicking on the Records button.

**Main Menu** – Students choose one of 20 consonant 'books' to work on. Each book contains 14 activity 'chapters' that practice the letter. They are:

| | |
|---|---|
| Chapter 1: Hear the Story | Chapter 8: Identify the Beginning Sound 3 |
| Chapter 2: Find the Letter | Chapter 9: Review Beginning Sounds |
| Chapter 3: Learn the Beginning Sound | Chapter 10: Learn about Word Families 1 |
| Chapter 4: Find the Words in the Story | Chapter 11: Learn about Word Families 2 |
| Chapter 5: Review the Words in the Story | Chapter 12: Learn about Word Families 3 |
| Chapter 6: Identify the Beginning Sound 1 | Chapter 13: Learn about Must Know Words |
| Chapter 7: Identify the Beginning Sound 2 | Chapter 14: Review the Story |

**Must Know Words Activities**
The Must Know Words section provides more intensive practice with the 300 most commonly used words in English. The activities follow this pattern:

- target word in pronounced, spelled and used in a sentence.

- student identifies the target word among a group of similar words.
- student sees a word and identifies if it is the target word.
- student types the word using only the audio prompt.

**Navigating the Program:**
At the right of each activity screen are these three tabs:

- main menu – return to the main consonant activity menu
- glossary- interactive glossary of letter sounds and words
- exit – quit the program.

At the bottom of each activity screen are these icons:

- forward arrow- go to next screen
- repeat button- repeat the word or sentence
- help – repeat the instructions for the activity

(NOTE: the icons must be 'active' before they can be clicked. some screens or activities process slowly, and the buttons remain inactive for several seconds)

**Using Audio**: Sound is used throughout the program, including the instructions for completing activities. Plug the headphones into the back of the hard drive. Students can adjust the sound on the wire control.

---

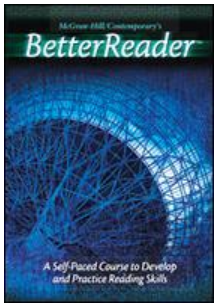
## Tips & Tricks:

- Print or assign student ID numbers so that you can help them remember it when logging in.
- Use the projector, screen and instructor computer to do *Chapter One: Hear the story* as a group.
- Assign the 'Must know words' exercises for more advanced students.

## Other New Reader Material:

The program comes with 10 audio cassette tapes and 5 workbooks that complement the computer exercises. Read the help manual in the program for the complete listing of audio cassette-tape lesson content and objectives. New Read workbooks and cassettes are available in the staff library for checkout.

# BetterReader System Software Guide




**Students work within the software to learn reading skills, then use the accompanying Internet site to practice comprehension, vocabulary, and reading efficiency skills.**

**Adding a Teacher:** To register as a teacher, choose the TEACHER button on the main screen. Use the Administrator's ID of 99999999 the first time you log on. Select Add Teacher, and enter your name and personal ID number. You will use this name and ID to access your class and student records.

Click the RESTART button, and log back into the program with your ID number.

**Creating a Class:** To create a class, click the Add New Class button and enter your class name. This is the name that students will select when logging onto the program.

**Adding Students:** To enroll students, first click on the Class Name, then click the Add Student button. Enter the student name and ID. This is the ID the student will use to log into the program.

**Using the Program:** Students will log onto the program by first selecting their class name from the list, then entering their ID number. Students can view their progress by clicking on the Records button.

Students choose to use the Better Reader CD (classroom learning) or Better Reader Online (www.betterreader.com). To log onto the CD option, students select their teacher's name and type in their password.

**Main Menu**
The main menu offers four modules: Getting a Better Paycheck, Better Friendships, Be a Better Citizen and Better Parenting. Students can also view their course progress report from this screen.

Each module has fourteen activities that build basic reading and comprehension skills. Click on the activity name to start that activity.

**Navigating the Program:**
Each activity is a multi-page story. Students can move from page to page using the page button box at the bottom of the screen.

In the right bottom corner of each activity screen are these icons:

- menu button- return to the main menu

- info – repeat the instructions for the activity
- continue button - go to next screen  Students must finish an activity to advance to the next one.

**NOTE:** the icons must be 'active' before they can be clicked.  some screens or activities process slowly, and the buttons remain inactive for several seconds

**Extra help** is available on activity screens where special skills or technology use is required of students.  For example, a DRAG HELP button appears on the activity screen requiring students to drag & drop items and a SCANNING HELP button appears during the activity introducing that reading skill.

**Audio:** Use the headphones for the associated sound.  Students can hear directions and important text read aloud.  To see if a sound is associated with text or an object, move the cursor over the item.  If the cursor turns into a dialogue box, click to hear the audio.

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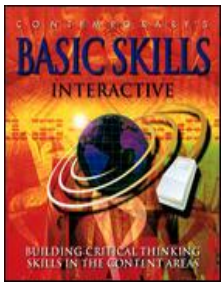
**Online Better Reader System**

- Go to:  http://www.betterreader.com/

Students and instructors will need to log on with their personal ID number to track results.  It is also possible to use the website as a visitor, but progress will not be viewable by the instructor.

Contact IS Help Desk at helpdesk@rtc.edu to set up a teacher account for Better Reader online.

# Basic Skills Interactive Software Guide




**This program for ABE learners targets six content areas: reading, grammar and writing, social studies, science, literature and math.**

**Adding a Teacher:** To register as a teacher, choose the TEACHER button on the first screen. Use the Administrator's ID of 99999999 the first time you log on. Click the Add Teacher button, and enter your name and personal ID number. This is the name and ID you will use to access your class and student records.

Click the RESTART button, and log back into the program with your ID number.

**Creating a Class:** To create a class, click the Add New Class button and enter your class name. This is the name that students will select when logging onto the program.

**Adding Students:** To enroll students, first click on the Class Name, then click the Add Student button. Enter the student name and ID. This is the ID the student will use to log into the program.

**Using the Program:** Students will log onto the program by first selecting their class name from the list, then entering their ID number. Students can view their progress by clicking on the Records button.

**Main Menu** – Students choose one of the six content areas.

**Navigating the Program:**
At the right of each activity screen are these three tabs:

- main menu – return to the main consonant activity menu
- glossary- interactive glossary of letter sounds and words
- exit – exit the program.

At the bottom of each activity screen are these icons:

- forward arrow- go to next screen
- repeat button- repeat the word or sentence
- help – repeat the instructions for the activity

(NOTE: the icons must be 'active' before they can be clicked. some screens or activities process slowly, and the buttons remain inactive for several seconds)

**Using the Audio**: Sound is used throughout the program, including the instructions for completing activities. Plug the headphones into the back of the hard drive. Students can adjust the sound on the wire control.

# Computer Literacy Software

# Keyboarding Pro

The Keyboarding Pro 4 software is a keyboarding program that consists of a tutorial, reinforcement activities, educational games, and a word processor. All of these components are combined in one comprehensive package that will help your students master the basic keyboarding skills.

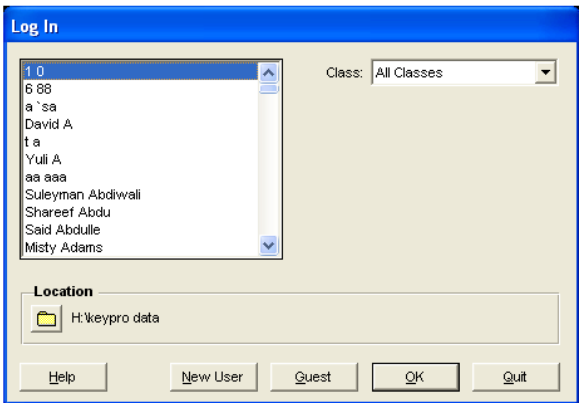
OPPORTUNITIES:

• *TEXTBOOK KEYING* — Textbook keying directs students back to the textbook, which gives them practice keying from hard copy as well as from the screen.
• *TIMED WRITINGS* — The Timed Writings feature enables students to assess their progress in most review lessons. Speed and accuracy are recorded. Students key from the textbook. Timings may be repeated, but results are saved over the first timing.
• *OPEN SCREEN* —The Open Screen is a full-featured word processor that includes numerous formatting options, a spell checker, and a built-in timer. Students can practice their keyboarding skills, key letters and reports, and take a speed timed writing. Students can choose a count-down timer for speed timed writings. They can select a 15 or 30 second, 1', 3', 5' or variable-length timed writing. For production work, students can set a count-up timer. Even if they save their work and continue the next day, the count-up timer properly records their results.
• *DIAGNOSTIC WRITINGS* — Using the Diagnostic Writings feature, you can evaluate your students' skills and identify possible areas for reteaching. This option evaluates every keystroke and classifies the keying errors by category (e.g., misspelled word, capitalization, transposed characters, etc.). Students are also given the opportunity to practice their errors.
• *QUICK REVIEW* — The Quick Review section presents drill lines for students to practice the following: Alphabetic Keys, Numeric Keys, Easy Lines, ENTER, SPACE BAR, SHIFT KEYS, CAPS LOCK, and TAB.
• *GAMES* — Each of the keyboarding modules (Alphabetic Keyboarding, Numeric Keyboarding, Skill Builder, and Numeric Keypad) incorporate a game into various lessons. These games are designed to be fun, but still focus on improving keyboarding. The games offer exciting graphics and action needed to maintain interest throughout the course. Top ten lists that show student performance also challenge students to constantly improve their keyboarding speed and accuracy.
• *MOVIES AND 3-D VIEWER* — Movies and 3-D viewers are available throughout the lessons. Students can watch demonstrations of proper posture and keying technique, control models illustrating correct finger placement on the keyboard, and adjust finger and wrist position using the slider bar image.

## HOW TO START KEYBOARDING PRO?

Click on the icon:

Or, click **Start** Button, then **All Programs, → South-Western Keyboarding, → Keyboarding Pro.**
There are 2 ways to use program – as **Guest** and as **Register Student**.
If you've already registered, find your name in the list and enter your password.



Guest
Welcome to Keyboarding Pro. As a 'Guest', you have access to all features of the software. However, you will not be able to save your data.
To begin using Keyboarding Pro, please enter your first and last name in the spaces provided.
First name:
Last name:
Help
OK
Cancel

If you are **Guest**, you will not be able to save your data, but you will have access to all program features.

## Teknimedia's Computer Literacy Series Software

**Teknimedia's courses teach the essential computer and Internet skills needed in today's world. Specifically designed for new computer users, all courses include the following features:**

- Clear, step-by-step voice narration makes lessons easy to understand.
- High-quality graphics and animation keep learners interested.
- Interactive exercises let learners practice the skills they have learned.
- Quizzes measure learners' knowledge and progress.
- Adjustable playback speed allows learners to go through lessons at their pace.
- Optional display of the narration text reinforces instruction and makes courses usable by the hearing impaired.

## Renton Technical College now offers these CLS courses:

- Mouse Tutorial (also available in Spanish)
- PC100XP: Basic Skills
- PC101XP: Computer Basics
- PC110XP: Files and Folders
- PC135XP: Exploring the Web
- PC136XP: Email Basics

**Available for student use at:**

- **RTC Student Success Center**
- **RTC Open Computer Lab (C102)**
- **Basic Studies Computer Lab (D112)**
- **RTC Library (select computers)**

# Mouse Tutorial

CLS includes a mouse tutorial that gives computer novices hands-on practice performing basic mouse actions. The mouse tutorial is also available in **Spanish**.

## Table of Contents


1. Introduction
2. How The Mouse Works
3. Basic Mouse Actions
4. Moving The Mouse Pointer
5. Exercise 1-Moving The Mouse Pointer
6. Clicking
7. Exercise 2-Clicking
8. **Double-Clicking**
9. **Exercise 3-Double-Clicking**
10. Dragging
11. Exercise 4-Dragging
12. End


## Spanish


1. Introducción
2. Cómo funciona el mouse
3. Acciones básicas del mouse
4. Cómo mover el puntero del mouse
5. Ejercicio 1-Cómo mover el puntero del mouse
6. Cómo hacer clic
7. Ejercicio 2-Cómo hacer clic
8. **Cómo hacer doble clic**
9. **Ejercicio 3-Cómo hacer doble clic**
10. Cómo arrastrar
11. Ejercicio 4-Cómo arrastrar
12. Fin


**To view sample activities in the mouse tutorial, go to:**
**http://www.teknimedia.com/html/mouse_tutorial.html**

# PC101XP

**PC101XP-ComputerBasics** Teaches e

**Table of Contents**

Introduction


1. Introduction
2. Uses of Computers
3. Computer Characteristics
4. **Types of Computers**
5. Exercise-Types and Uses of Computers
6. Quiz 1
7. Computer-Human Analogy

bility
20. **Exercise-Software Categories**
21. Quiz 3
22. Information Encoding
23. Memory & Storage Capacity
24. Processor Speed
25. Exercise-Computer Terminology
26. Quiz 4
27. Information Transfer
28. Computer Networks
29. The Internet
30. Exercise-Computer Communications
31. Quiz 5
32. Final Exam
33. End

**To view sample activities in the PC101XP course, go to:**
**http://www.teknimedia.com/html/pc101xp.html**

# PC110XP

**PC110XP-FilesandFolders** Teachesbasi

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## Table of Contents


1. Introduction
2. The Computer's Filing System
3. My Computer
4. Exercise-My Computer
5. View Types
6. Exercise-View Types
7. Folders List
8. Exercise-Folders List
9. File Types
10. Creating & Saving Files
11. Opening & Modifying Files
19. Organizing the Computer's Contents
20. File Management - Part 1
21. Exercise-File Management Part 1
22. File Management Part 2
23. Exercise-File Management Part 2
24. File ManagementPart 3
25. Exercise-File Management 3
26. Quiz 2
27. Shortcuts
28. Time Saving Tips

12. Exercise-Working with Files
13. Opening a File Using Its Icon
14. Quiz 1
15. Printing Files
16. Internet Files
17. Exercise-Internet Files
18. Properties
29. Exercise-Working Efficiently
30. Finding Files & Folders Part 1
31. Finding Files & Folders Part 2
32. Exercise-Finding Files
33. Crashes & Backup
34. Quiz 3
35. End

**To view sample activities in the PC110XP course, go to:**
**http://www.teknimedia.com/html/pc110xp.html**

# PC135XP

**PC135XP - Exploring The Web**

**Teaches concepts and skills needed for working with the Web**

(Based on Internet Explorer 6.x)

- 18 Lessons
- 8 Exercises
- 3 Quizzes

## Table of Contents


1. Introduction
2. Internet Overview
3. Accessing The Internet
4. Link Types
5. Connection Types
6. Exercise-Accessing the Internet
7. Internet Software
8. What You Need to Get Started
9. Quiz 1
10. World Wide Web
11. Internet Addresses
12. Exercise-World Wide Web
13. Viewing Web Pages
14. Exercise-Viewing Web Pages
15. Revisiting Web Pages
16. Exercise-Revisiting Web Pages
17. Quiz 2
18. Favorites
19. Exercise-Favorites
20. Organizing Favorites
21. Exercise-Organizing Favorites
22. Searching the Web
23. Exercise-Searching the Web
24. Internet Explorer Window
25. Exercise-Internet Explorer Window
26. Customizing Internet Explorer
27. Internet Security
28. Quiz 3
29. End


**To view sample activities in the PC135XP course, go to:**

**http://www.teknimedia.com/html/pc135xp.html**

# PC136XP

**PC136XP - E-Mail Basics**

**Teaches concepts and skills needed for using e-mail**

(Based on Outlook Express 6.x)

- 13 Lessons
- 9 Exercises
- 2 Quizzes

---

**Table of Contents**

**Click on the underlined sections to view them.**


1. Introduction
2. Email Overview
3. Getting Started
4. Outlook Express Window
5. Exercise-Outlook Express Window
6. Receiving & Viewing Messages
7. Exercise-Receiving & Viewing Messages
8. Composing & Sending Messages
9. Exercise-Composing & Sending Messages
10. Quiz 1
11. Address Book
12. Exercise-Address Book
13. Using Your Contacts List
14. Exercise-Using Your Contacts List
15. Sending Attachments
16. Exercise-Sending Attachments
17. Receiving Attachments
18. Exercise-Receiving Attachments
19. Replying & Forwarding
20. Exercise-Replying & Forwarding
21. Organizing Your Mail
22. Exercise-Organizing Your Mail
23. Quiz 2
24. End


**To view sample activities in the PC136XP course, go to:**

**http://www.teknimedia.com/html/pc136xp.html**

# Teknimedia's CLS Software - Teacher Information

## Campus Implementation:

The software is installed on the campus network server. Teachers and students can access the program and their results from any computer the program is on (C102, D112, Student Success Center, or Library). ***Students may add themselves to the programs by clicking on the "NEW USER" option on the first screen.*** Remind students to remember their username and password info for future use. **Students and teachers use the same login info for all courses at any location**.

**Help track Demand!** Renton Tech has a license for thirty concurrent users at any given time. If students are unable to access the program due to maximum usage, please email Beth at bhale@RTC.edu. This will help determine if additional licenses are needed at RTC.

## Using the Program:

The CLS courses are administered through their **V**irtual **L**earning **C**enter (VLC). To start, click on the VLC icon or program name. Log in to the program. Choose to take a course or view reports. User options include adjustable pace of narration and text-captioning of lessons. Pre and post-tests and lesson quiz results are viewable by both teacher and student.

## Teacher's Guide info:

To access the Teacher's Guides and Course Certificates, go to: **http://www.teknimedia.com/html/cls_teacher_s_guides_and_certi.html**

When you select a course title, you'll see a list of files. The guides are available in Adobe Acrobat and Word 2000 format. You'll be prompted for the User Name and Password when you select a particular file to download.

**The User Names and Passwords (for teachers) are as follows:**

| ***Course Title*** | ***User Name*** | ***Password*** |
|---|---|---|
| PC100XP – Basic Skills | **generation** | **38plum-2** |
| PC101XP – Computer Basics | **experiment** | **pasta71-2** |
| PC110XP – Files & Folders | **patriot** | **15bread-2** |
| PC135XP – Exploring the Web | **discover** | **onion63-2** |
| PC136XP – E-mail Basics | **business** | **29basket** |

## FAQs:

**Question:** What's included in the Teacher's Guides?
**Answer:** Lesson Objectives, Video and Lesson text, FAQs, and Pre and Post-Test, Questions and Answer Keys.

**Question:** Where can I find more information about Teknimedia and the Computer Literacy Series (CLS) courses?
**Answer:** www.teknimedia.com

**Question:** Is there an online demo of the program?
**Answer:** View sample activities at:

http://www.teknimedia.com/html/basic_computer_skills_course_s.html

**Question:** How long does it take to complete PC100XP-Basic Skills?
**Answer:** PC100XP takes approximately 4 hours to complete.

**Question:** How long does it take to complete PC101XP-Computer Basics?
**Answer:** PC101XP takes approximately 6 hours to complete.

**Question:** How long does it take to complete PC110XP-Files and Folders?
**Answer:** PC110XP takes approximately 8 hours to complete.

**Question:** How long does it take to complete PC135XP-Exploring the Web?
**Answer:** PC135XP takes approximately 6 hours to complete.

**Question:** How long does it take to complete PC136XP-Emailing Basics?
**Answer:** PC136XP takes approximately hours to complete.

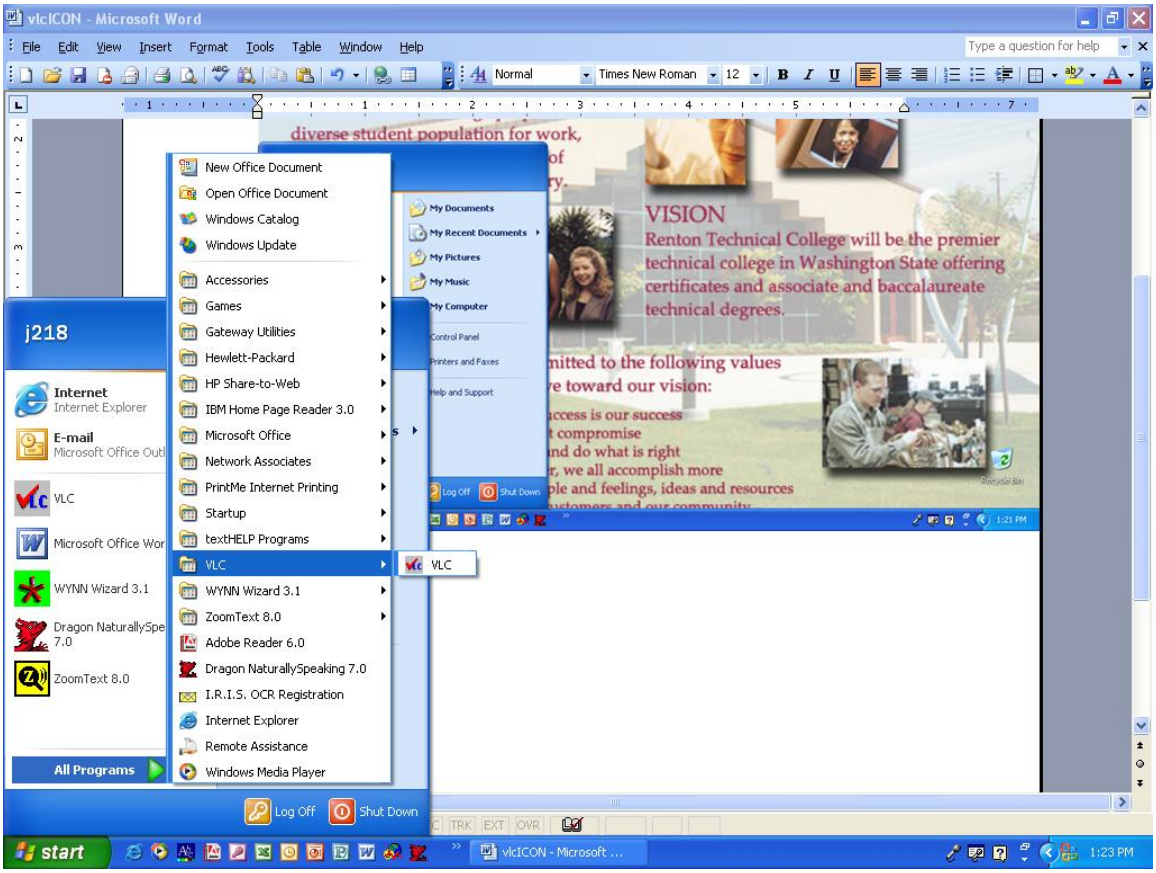
**Question:** Can students buy the program for home use?
**Answer:** Refer students to www.teknimedia.com for web-based course info.

## Getting Help:

- For technical issues or trouble-shooting, contact the IS Help Desk at ext. 5801, or by email at helpdesk@RTC.edu
- For user assistance or more information on computer literacy, contact Susan Clark at ext. 7905, or by email at sclark@RTC.edu
- For username or password help, contact IS.

## Teknimedia's CLS Software – Student Information

To use any CLS course, **open their Virtual Learning Center (VLC) program**.




Select “student” user, and log in with this information:

**Your Username:** _____

**Your Password:** _____

**CLS is available in the Student Success Center, Open Computer Lab (C102), Library (2 computers), and D112 computer lab. Your progress will be saved when you quit the program. You can resume the course or view your results from any computer with your username and password.**

# Assistive Technology

## Text Help Read & Write

**Overview**: Text Help Read & Write is a program to assist you by reading your documents and helping you construct sentences. This program also gives you the functionality of an advanced spell checker and advanced screen reading options.

Tools:

Click the *Spell Check* button to check the spelling in the current document or selected text.

Click the *Word Prediction* button to turn word prediction on and off.

Click the *Dictionary* button to open the dictionary. Once open you simply type in the word that you want to look up and click find.

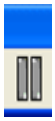
Click the *Word Wizard* button to start the Word Wizard. This tool allows you to find word definitions, synonyms, and even phrases with the word in it.

Click the *Sounds Like* button to search for Homonyms of the highlighted word.

Click the *Calculator* button to open the calculator. This on screen calculator also dictates out loud.

Click the *Rewind* button to place the cursor before the previous word, sentence, or paragraph.

Click the *Play* button to have Text Help start reading the text in the open document.



Click the *Pause* button to pause the current reading in the document.

Click the *Fast Forward* button to place the cursor after the next word, sentence, or paragraph

Click the *Stop* button to stop the current reading in the document.

Click the *Help* button to get help with Text Help online.

For assistance with this application, please contact Jay Laurie at jlaurie@rtc.ctc.edu
Phone: 425-235-2352 x5818; or Sara Hartjoy at 425-235-2352 x5517

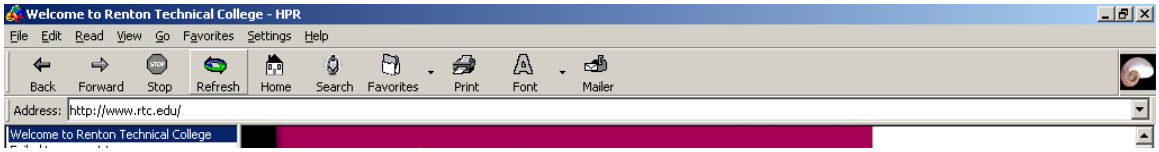
# Homepage Reader

**Overview:** Homepage Reader helps you hear as well as see when exploring the World Wide Web. Homepage Reader assists in web page reading, changing font size, color and background of pages.

## Things to remember about Homepage Reader:

In this manual I will show you how to get started in navigating the Web through Homepage Reader. Homepage Reader contains many keyboard shortcuts. Following are some of the important shortcuts. To see a total list, press *Shift + F1.*

## Toolbar:


Welcome to Renton Technical College - HPR
File Edit Read View Go Favorites Settings Help
Back Forward Stop Refresh Home Search Favorites Print Font Mailer
Address: http://www.rtc.edu/
Welcome to Renton Technical College

*Back*: The Back button takes you to the previous web page that you just visited.

*Forward*: The Forward button takes you to the web page ahead of you if you have just moved back.

*Stop*: The Stop button stops loading the current web page.

*Refresh*: The Refresh button reloads the current web page.

*Home*: The Home button loads your home page.

*Search*: The Search button opens a find dialog box to search the web.

*Favorites*: The Favorite's button is a place to store your favorite web pages for easy access.

*Print*: The Print button prints the current web page.

*Font*: The Font button changes the fonts on the web page.

*Mailer*: The Mailer button opens the web page mailer.

## Keyboard Shortcuts:

*Ctrl + o*: Opens a box in which you can type the web address to which you want to go.

*Space Bar*: Starts reading web page.

*Ctrl*: Stops reading web page.

*Alt*: Selects the "File" menu at the top of the screen and allows you to switch between the toolbars at the top of the screen.

*Escape*: Cancels loading web page.

*Right Arrow*: Reads the next element. This could be the next letter, word, or paragraph depending on the reading mode.

*Down Arrow*: Reads the current element. This could be the current letter, word, or paragraph depending on the reading mode.

*Left Arrow*: Reads the previous element. This could be the previous letter, word, or paragraph depending on the reading mode.

*Home*: Takes you to the beginning of the current element. This could be the beginning of the page, paragraph or table depending on the reading mode.

*End*: Takes you to the end of the current element. This could be the end of the page, paragraph or table depending on the reading mode.

*Enter*: Activates a link or control.

*Tab*: Goes to the next link or control.

*Shift + Tab*: Goes to the previous link or control.

*Alt + Right Arrow*: Goes to the next page in your history.

*Alt + Left Arrow*: Goes to the previous page in your history.

*Alt + Home*: Goes to your home page.

*F5 or Ctrl + R*: Refreshes the current web page.

*F1*: Brings up the help menu.

*Ctrl + F1*: Displays the information about the current page by showing the number of links, items, forms, and tables.

*Alt + F1*: Displays where the reader is currently located on the page.

*Shift + F1*: Displays a list of commands in Homepage Reader.

*Ctrl + Left Arrow*: Reads the previous word.

*Ctrl + Right Arrow*: Reads the next word.

*Ctrl + Home*: Goes to the top of the page.

*Ctrl + End*: Goes to the bottom of the page.

*Alt + L*: Starts Links reading mode.

*Alt + I*: Starts Items reading mode.

*Alt + W*: Starts Words reading mode.

*Alt + C*: Starts Characters reading mode.

*Alt + 1*: Starts Headings reading mode.

*Alt +O*: Starts Controls reading mode.

*Alt + J*: Starts Table Jumps reading mode.

*Alt + N*: Starts Windows Cursors reading mode.

*Alt + T*: Starts Table Navigation reading mode.

*Ctrl + O*: File open or search.

*Ctrl + S*: Saves the web page.

*Ctrl + P*: Prints the web page.

*Ctrl + Q*: Closes Homepage Reader.

*Ctrl + F*: Find text in the web page.

*Alt + Page Up*: Increases speech rate by 10 words per minute.

*Alt + Page Down*: Decreases speech rate by 10 words per minute.

# Wynn Reader

**Overview**: Wynn Reader helps with reading and writing. Its main features are:

- Highlighting
- Reading text aloud
- Using colors to help with reading
- Makes text bigger
- Has a dictionary which reads aloud
- Reads the internet
- Helps find the right word when you are writing (word prediction)

## Things to Remember about Wynn Reader:

Wynn Reader contains 4 different colored toolbars, each containing different, easy to use, tools useful in Wynn.

**Blue Toolbar-** The blue *File Management* toolbar lets you scan a page, open, close, save, and print files. It also lets you browse the Internet or send email. Use the Text View button, and its partner, the Exact View button, to switch between two different views of the page. Like the other three tool bars, this one includes the Next, Read, Write, Exact View, and Other Document buttons.

**Green Toolbar-** The green *Reading Styles* toolbar controls the look of the page, including the size of the text, spacing, margins, and the type of font used – all to make the page easier to read. Plus, there's the very useful Mask button, which "masks out" everything on the page except the section you wish to read.

**Pink Toolbar-** The pink *Study Tools* toolbar gives you access to a talking dictionary and a thesaurus; lets you add a bookmark, text, or voice note to the document; and allows you to highlight selected text using brightly colored "markers." You can spell a word aloud or break it into syllables. With the List feature, you can easily move highlighted or bookmarked text into a separate document to create vocabulary lists, study guides, and more.

**Yellow Toolbar-** The yellow *Writing Tools* toolbar helps create or edit a document. Our buttons let you cut, copy, or paste text, run a spell check, or find a specific word Assistive Technology provided through a grant from the Department of Education in the document. The word prediction feature helps you find the right word. Students can also create and manage outlines.

Click the *Next* button to go to the next toolbar.

Click the *Read* button to have the text on the screen read to you.

Click the *Write* button to write text into the open document.

If the document you are viewing was scanned in, click the *Exact View* button to see the document exactly how it was scanned.

Click the *Other Docs* button to switch between multiple documents open in Wynn.

## Blue Toolbar Overview:

Click the *Scan* button to scan a document into Wynn (Only available in Wynn Wizard). After being scanned in, Wynn can read the document to you.

Click the *New* button to open a new document in Wynn.

Click the *Open* button to open a previous document in Wynn.

Click the *Close* button to close a document in Wynn.

Click the *Save* button to save a document in Wynn.

Click the *Save As* button to give a document a name and save it in Wynn.

Click the *Print* button to print the currently open document.

Click the *Email* button to access the email feature in Wynn.

Click the *Go to Web* button to browse the web and have Wynn read web pages to you.

## Green Toolbar Overview:

Click the *Size* button to increase or decrease the size of the text in the document.

Click the *Line Space* button to increase or decrease the space between lines in the document. This can help you read along with Wynn by spacing lines out and making them less confusing.

Click the *Word Space* button to increase or decrease the space between words in a document. This can also help you read along with Wynn by spacing words out and making them less jumbled together and confusing.

Click the *Margins* button to change the margins of the document.

Click the *Color* button to change the foreground and background color schemes of the document. Some of these different color schemes can help you see text more clearly and reduce eyestrain.

Click the *Mask* button to "Mask Out" everything on the page except what you are reading.

## Pink Toolbar Overview:

Click the *Dictionary* button to open the dictionary tool in Wynn and look up the current highlighted word. You can choose between the Basic and Standard versions. The Basic dictionary is a little simpler than the Standard version. This built in dictionary will read the word you wish to look up and read the definition to you as well.

Click the *Spell* button to open Wynn's spelling utility. Wynn will spell the highlighted word out loud.

Click the *Syllables* button to start the syllable utility in Wynn Reader. The Syllable tool will speak the syllables in the highlighted word out loud.

Click the *Highlighter* button to use the highlighter tool in Wynn. This tool is useful for marking important points in the text to help you study.

Click the *Lists* button to list the words you highlighted or bookmarked.

Click the *Bookmark* button to add a bookmark to a specific word or phrase. This is useful for organization of key points in a document.

Click the *Note* button to add a note to a specific word or phrase.

Click the *Voice Note* button to add a voice note to a specific word or phrase.

## Yellow Toolbar Overview:

Click the *Cut/Paste* button to cut and/or paste text.

Click *Style* to change the style of the font, i.e. bold, italicized, etc…

Click the *Find* button to search for text and/or markup's (Notes, Highlights, Bookmarks, etc…) in your document.

Click the *Go To* button to go to a certain page in the open document.

Click *Outlines* to create an outline.

Click the *Adjust* button to

Click the *Predict* button to turn on Word Prediction.

Click *Speak List* to have Wynn speak the words that are in the Word Prediction box.

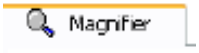
Click *Spell Check* to run the Spell Checker in the current document.

For assistance with this application, please contact Jay Laurie at jlaurie@rtc.ctc.edu
Phone: 425-235-2352 x5818; or Sara Hartjoy at 425-235-2352 x5517

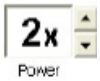
## Zoom Text 8.0:

**Overview**: ZoomText Magnifier/ScreenReader is an advanced screen magnification program that enlarges and reads aloud everything on the computer screen.

### Magnifier Toolbar:




Select the magnifier tab to activate the Magnifier Toolbar below.




Click the arrows on the *Power* button to adjust the magnification size from 1x to 16x.

Click the *Type* button to set the zoom window type: Full, Overlay, Lens, Line or Docked. Each of these windows offers a unique way of viewing what's on the screen, accommodating different tasks and application environments.

Click the *Adjust* button to size or move a Zoom window. To size a window, drag any handle. To move a window, drag inside the window frame. Right click to exit the tool. *Note: The Full zoom window cannot be sized or moved.*

Click the *Freeze* button to freeze a portion of the full Zoom window. The Freeze window allows you to monitor one area of your application while simultaneously viewing and working in other areas.

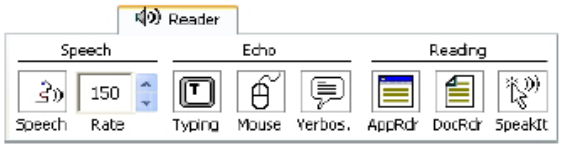
Click the *Color* button to change the color enhancements on the screen. Color enhancements improve screen clarity for easier viewing and reduced eyestrain. You can choose from preset color schemes or configure your own custom color settings.

Click the *Pointer* button to enhance the mouse settings, i.e. make it easier to see on the screen. Pointer enhancements make it easy to locate and follow the mouse pointer. You can choose from a variety of preset pointer enhancements or configure your own custom pointers.

Click the C*ursor* button to enhance the cursor settings, i.e. make it easier to see on the screen. Cursor enhancements make it easier to locate and follow the text cursor. You can choose from a variety of preset cursor enhancement schemes or configure your own custom cursor enhancements.

## Reader Toolbar:

Click the *Reader* button to activate the Reader toolbar below.



*The Reader toolbar*

Click the *Speech* button to turn the speech output on and off.

Click the *Rate* button to change the number of words per minute that Zoomtext reads.

Click the *Typing* button to set the typing echo settings. Typing echo provides immediate feedback of the keys and words that you type. Settings are specified in the Typing Echo dialog box.

Click the *Mouse* button to set the mouse echo settings. Mouse echo automatically reads text beneath the pointer. Settings are specified in the Mouse Echo dialog box.

Click the *Verbose* button to set how much information is spoken when a program is open. Verbosity allows you to adjust the amount of information spoken when a program item receives focus. Settings are specified in the Verbosity dialog box.

Click the *AppRdr* button to open the Application Reader program for the most recently opened application. AppReader provides continuous reading of documents, web pages and email, within the parent application.

Click the *DocRdr* button to open the Document Reader program for the most recently open application. DocReader provides continuous reading of documents, web pages and email, in a special environment where text is reformatted for easier viewing.

Click the *SpeakIt* button to read select highlighted areas of the screen by clicking or dragging with the mouse. Any text that is visible on the screen can be spoken, even if it's outside the active program.

For assistance with this application, please contact Jay Laurie at jlaurie@rtc.ctc.edu
Phone: 425-235-2352 x5818; or Sara Hartjoy at 425-235-2352 x5517

# Inspiration

**Overview**: Inspiration is a piece of software that helps one think and learn visually. It allows you to create pictures of your ideas, and easily organize them. This program is targeted at those who maybe recall details better when they see them in their mind.

## Things to remember about Inspiration**:**

1. Inspiration has two views: A **Diagram View** and **Outline View.**

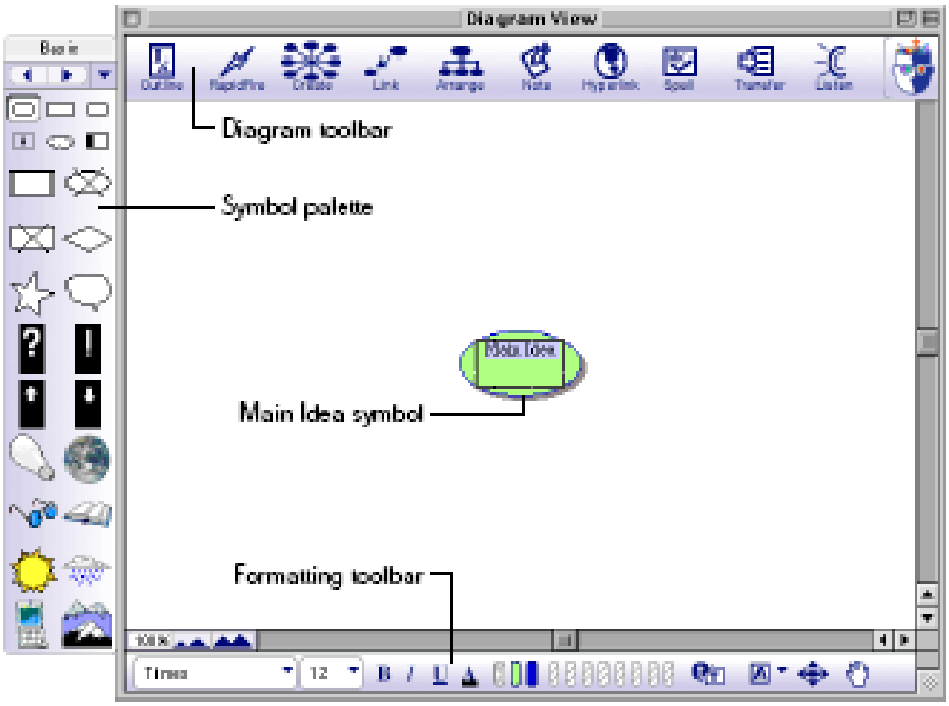
   
   Click this button to go to the **Diagram View.** The Diagram View is the view in which a "picture" is created.

   
   Click this button to go to the **Outline View.** The Outline View is the view in which an organizational outline is created.
2. You can use many of the standard MS Word tools in Inspiration, such as copy and paste, change the font, drag and drop, etc…
3. Templates are very useful. Templates are a visual diagram to help one make a more organized and clear picture of their topic, kind of like a pre-made picture where you fill in the blanks with what you want to talk about. To open a template click File-Open Template.
4. To undo your most recently entered idea you can either Click the *Edit* menu at the top of the screen and select *Undo* or you can press: *Ctrl + z.* So don't hold back and let your ideas flow!

## The Following is an example of the Diagram View:

Click this button to go to the **Diagram View.** *Note: If you do not see this button you are probably already in the Diagram View.*

The **Diagram View** will look something like this:




## Useful Tools in the Diagram View:

Click the *Rapid Fire* button to get your ideas out quickly so as not to lose your train of thought. When Rapid fire is enabled, you can type an idea and press enter. After you press enter, your idea is put into a balloon and you are ready to type another idea that you wish to touch on. This tool is useful for getting all of your ideas out on paper so you don't interrupt your thought process. *Remember: You can always go back and delete the ideas you don't want anyways so don't hold back.*

Click the *Create* button to create another idea or balloon on your diagram. On the Diagram toolbar, click the point on the Create button that aims in the direction where you want to add the new symbol. Each point on the button works like a separate tool. Position the cursor over the one you want to use, and then click. The new symbol appears on your diagram connected to the selected symbol in the direction you chose. The new symbol is selected and ready for you to enter an idea.

Click the *Link* button to link two ideas.

Click the *Arrange* button to arrange your diagram in a different format. You can arrange your diagram to make it easier to read hierarchically. This is useful in that it can keep your diagram from looking like a huge, jumbled up mess.

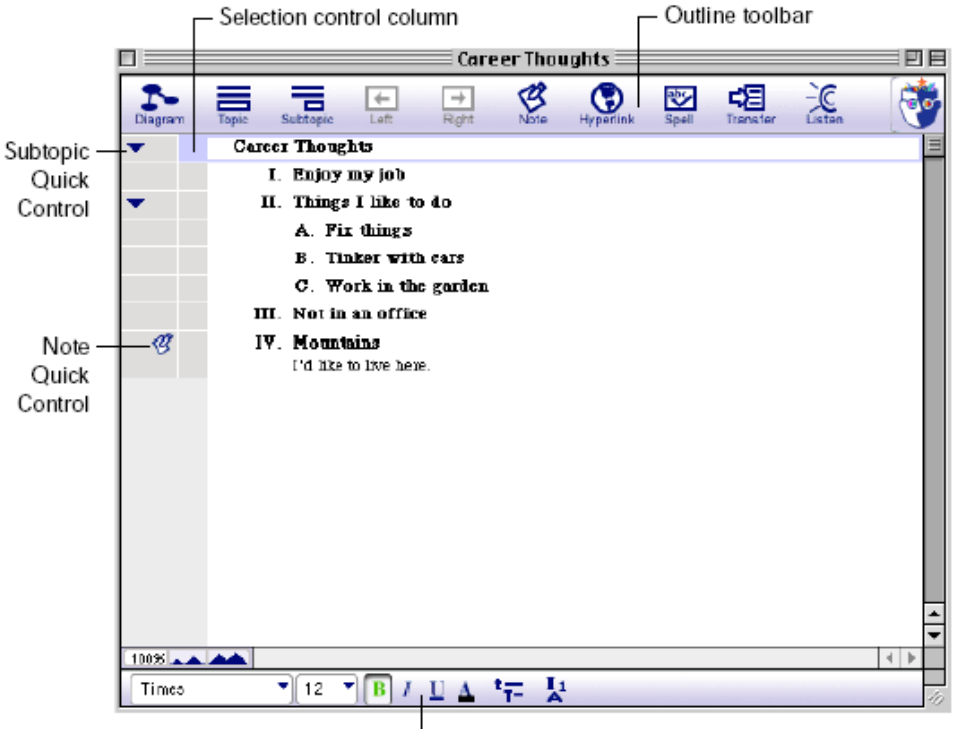
Click the *Note* button to add a text note to an idea in your diagram.

Click the *Hyperlink* button to add a hyperlink to one of your ideas. Hyperlinks can contain links to websites or documents which you may want to use to gather information for your topic.

Click the *Transfer* button to transfer your diagram to a Microsoft Word document. When your Inspiration document is transferred to Word, a picture of your diagram is made along with your outline. You can also edit your outline even after it has been put into MS Word format.

Click the *Outline* button to change from the Diagram View to the Outline View.

## The Following is an example of the Outline View:



## Useful Tools in the Outline View:

Click the *Topic* button to add a new topic to the outline. A topic would be a part of the Main Idea that you wish to write about.

Click the *Subtopic* button to add a new subtopic under a topic. Subtopics are used to expand on the topics under the Main Idea.

Click the *Right* button to move a topic down the hierarchy. Click the *Left* button to move an idea up in the hierarchy.

Click the *Note* button to add a text note to an idea in your outline.

Click the *Hyperlink* button to add a hyperlink to one of your ideas. Like in the diagram view, hyperlinks can contain links to websites or documents which you may want to use to gather information for your topic.

Click the *Transfer* button to transfer your outline to a Microsoft Word document. When your Inspiration document is transferred to Word, a picture of your diagram is made, along with your outline. You can also edit your outline even after it has been put into MS Word. Remember that you must save your document before you transfer it.

Click the *Diagram* button to switch to the diagram view.

For assistance with this application, please contact Jay Laurie at jlaurie@rtc.ctc.edu
Phone: 425-235-2352 x5818; or Sara Hartjoy at 425-235-2352 x5517

# Webster for WhiteBoards

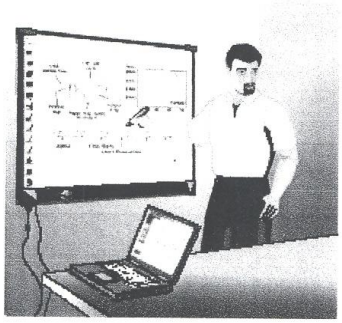
## WHAT IS WEBSTER?

Webster is interactive electronic whiteboard software for your Windows or Macintosh computer that enables you to capture a snapshot of anything you write or draw on your PolyVision interactive whiteboard. Webster software records all whiteboard activity for you to save, use in other applications, print, or distribute.

There are Many Ways to Use Webster

Use Webster during a presentation or meeting to capture notes and ideas.

You can remain at the whiteboard; Webster gives you the tools you need to write, erase, print, or capture a copy of the board.



THERE ARE MANY WAYS TO USE WEBSTER:

Use Webster during a presentation or meeting to capture notes and ideas.
You can remain at the whiteboard; Webster gives you the tools you need to write, erase, print, or capture a copy of the board.

The most basic way to use Webster is to print copies of the board during your meeting using a printer that is also connected to the computer.

In addition, the Webster software records what you write or draw, so you can capture a snapshot of your whiteboard notes on the connected computer. This enables you to add or erase, save, print, or distribute the snapshot using the features of the Webster software at any time, even when a whiteboard is not turned on or connected to the computer.

If you connect a projector to your computer, the whiteboard becomes a giant, interactive touch screen that enables you to operate your computer while standing at the whiteboard. For instance, you can control a presentation (using software such as PowerPoint) on your computer while standing at the whiteboard simply by using a finger or stylus as the mouse.

Since you can operate your computer and any software on it from the whiteboard, you can write on the whiteboard to make notes next to the projected computer image, and capture everything on the board (both notes and projected image) using the Webster software.

In Microsoft Windows, Webster is also compatible with Microsoft NetMeeting, giving you fully interactive teleconferencing capabilities from your TS or LT whiteboard.

HOW WEBSTER WORKS

To use Webster:

1 Make sure the whiteboard is plugged in and turned on, if necessary.

2 On the computer connected to the whiteboard, start the Webster application.

3 Choose a pen.

4 Write or draw on the board. Your work appears in the Webster software window.

5 To erase, choose an eraser tool and erase. (Refer to "Erasing the Board" on page 11.)

6 To print the contents of the board on a printer connected to the computer, tap the Print icon.

7 To capture a copy of the board in the software, tap the Snapshot icon.

WRITING ON THE BOARD:

The whiteboard sends writing data to your computer by detecting a single point of pressure or of reflected li Whenever you write on the whiteboard, make sure there is only one point of contact at a time.

To write:

1 Choose a pen or stylus.

2 Select a pen color on the whiteboard icon strip, on the remote control or in the projection toolbar. Webste records your writing in the color you choose.

3 Use firm consistent pressure as you write.

Erasing the Board

Erase functions are based on a calculated circle around a single point. Always use the erasers that are provided with your whiteboard. Erasing depends upon which model you use.

To erase on TS models:

• Large areas: Tap the Wide Erase icon on the board. Use the eraser felt flat against the whiteboard.

• Small areas: Tap the Narrow Erase icon on the board and erase with your finger or the edge of the round eraser.

Printing the Board

You can print an image of the board at any time using a printer that is connected to the computer.

To print an image of the current board:

• TS and LT models: Tap the Print icon on the whiteboard icon strip or in the projection toolbar.

The whiteboard sends an image of the board to the printer using the current "Print Setup" settings in the Webster software.

CAPTURING A SNAPSHOT OF THE BOARD:

The Webster software records all the activity on the whiteboard.

To capture a snapshot image of the current board that you can save or use on the computer:

• TS and LT models: Tap a Snapshot icon on the whiteboard.

The Webster software captures an image of the current board and adds it to the Webster file that is open. Y can continue writing on the board, or erase and continue.

GETTING STARTED WITH WEBSTER TOOLS

If you use a TS or LT whiteboard, icons that appear along the edge of the board control functions that are duplicated in the Webster software.

TS AND LT WHITEBOARD ICONS

PolyVision TS and LT whiteboards include an icon strip with the following functions (on LT models, the order is slightly different):

 Projection toolbar: In projection mode, display or hide the projection tools.

Forward arrow: In projection mode, scroll forward through snapshots or PowerPoint slides.

Back arrow: In projection mode, scroll backward through snapshots or PowerPoint slides.

Print: Print the contents of the board to the currently active printer without capturing a snapshot.

Snapshot: Capture a snapshot of the board.

Show Webster: In projection mode, bring the Webster software to the front or send it to the rear.

Projection: Enter or exit projection mode.

Red Pen: In the software, record the active pen as red.(TS models only.)

Black Pen: In the software, record the active pen as black. (TS models only.)

Green Pen: In the software, record the active pen as green. (TS models only.)

Blue Pen: In the software, record the active pen as blue. (TS models only.)

Narrow Erase: Erase in a narrow band using a finger or the edge of the eraser. (TS models only.)

Wide Erase: Erase in a wide band using the wide surface of the eraser. (TS models only.)

Snapshot/Erase All: Capture a snapshot of the board, clear the software's current board pane, and set the board for erasing.

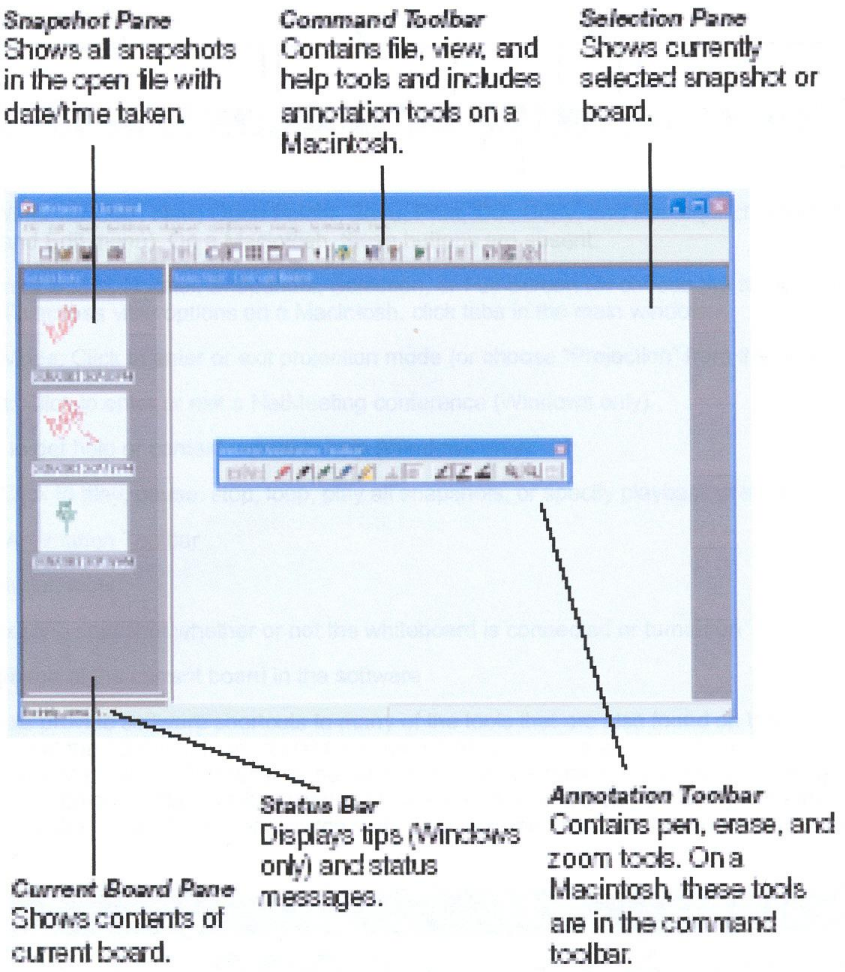
GETTING TO KNOW THE SOFTWARE

Webster software enables you to edit, print, save, and distribute board images that you have captured. These images are called "snapshots."

Snapshots are copies of the whiteboard (or computer screen) that you can capture at any time. Snapshots are part of a Webster file that you can save to disk. You can work with individual snapshots even when the whiteboard is turned off or disconnected

THE WEBSTER SOFTWARE MAIN WINDOW:

When you launch Webster software, the main window appears. Features of the main window are described below.


Snapshot Pane
Shows all snapshots in the open file with date/time taken.
Command Toolbar
Contains file, view, and help tools and includes annotation tools on a Macintosh.
Selection Pane
Shows currently selected snapshot or board.
Current Board Pane
Shows contents of current board.
Status Bar
Displays tips (Windows only) and status messages.
Annotation Toolbar
Contains pen, erase, and zoom tools. On a Macintosh, these tools are in the command toolbar.

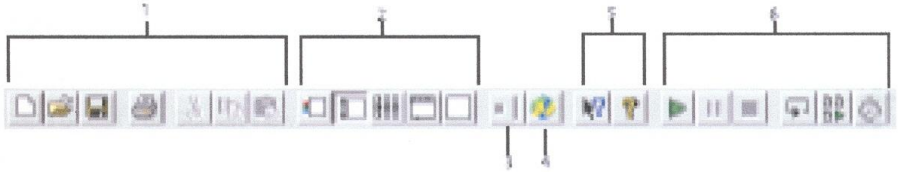
The Snapshot pane is a scrolling list of snapshots in the currently open Webster file. The Current Board pane displays whatever is currently on the board, regardless of whether it is captured as a snapshot. The Selection pane provides an enlarged view of one snapshot or the current board. You can view and edit the image in the Selection pane.

To view a snapshot or the current board in the Selection pane:

• Click a thumbnail image in the Snapshot pane or click in the Current Board pane.

THE WEBSTER COMMAND TOOLBAR IN WINDOWS:

The command toolbar provides shortcut access to projection mode, playback, help (Windows only), NetMeeting (Windows only), and to alternative views in Webster.



**1**. Standard Windows tools: New, Open Folder, Save, Print, Cut, Copy, and Paste (or choose the same items from the File and Edit menu). On a Macintosh, these buttons are absent.

**2**. Views: Current Board, Normal, Snapshots, Selection, or Full Screen (or choose the same items from the View menu). To access view options on a Macintosh, click tabs in the main window.

**3**. Projection Mode: Click to enter or exit projection mode (or choose "Projection" from the Edit menu).

**4**. NetMeeting: Click to enter or exit a NetMeeting conference (Windows only).

**5**. Help: Click to get help or context-sensitive help (Windows only).

**6**. Playback: Click to play, pause, stop, loop, play all snapshots, or specify playback preferences.

The Webster Annotation Toolbar

Use the annotation tools:

• To edit an existing snapshot whether or not the whiteboard is connected or turned on

• To edit the image of the current board in the software

Annotation tools provide software shortcuts to many of the tools that are also found on the Walk-and-Talk remote control and the TS and LT whiteboard icon strip. For example, if you are using a Walk-and-Talk board, you can save snapshots either by pressing the Save button on the remote control or by clicking the Snapshot button on the annotation toolbar. Similarly, you can save a snapshot file on your computer either by tapping the Snapshot icon on the TS or LT whiteboard icon strip, or by clicking the Snapshot button in the annotation toolbar.

1 Snapshot: Capture a snapshot of the current whiteboard contents.

2 Snapshot/Erase All: Capture a snapshot of the current whiteboard and erase the current board in the software.

3 Pen color: Choose a pen color to add writing to an existing snapshot or current board.

4 Highlighter: Highlight important items. To change highlighter color, choose "Options" or "Preferences" from the Edit menu and choose the "Pen" tab.

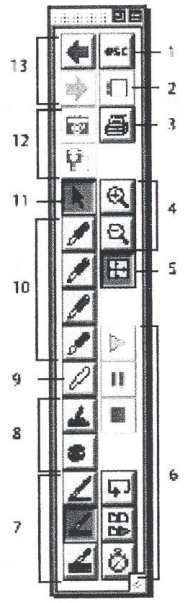
5 Erasers: Choose a wide or narrow eraser for erasures on the snapshot or current board.

6 Pen size: Choose the pen width that is recorded in the software (or choose "Pen Size" from the Edit menu).

7 Zoom: Zoom in or out of the software image of the board.

8 Fit to Window: Resize the image to fit the window.

THE ANNOTATION TOOLBAR IN FULL SCREEN VIEW:




In Full Screen view, the annotation toolbar includes these functions:

1 Esc: Escape or exit Full Screen view.

2 Current board: Show the current board.

3 Print: Print the image of the board using the printer connected to the computer without creating a snapshot.

4 Zoom: Enlarge or shrink the image.

5 Fit to Window: Make the image fill the screen.

6 Playback: Play, Pause, Stop, Loop, Play All Snapshots, Playback preferences.

7 Pen size: Large, medium, or small pen width.

8 Erasers: Wide or narrow eraser.

9 Highlighter: Highlight existing marks or projected images.

10 Pen color: Pen color recorded in the software.

11 Selection cursor: (Macintosh only) with multiple monitors connected, use this cursor to drag images between monitors.

12 Snapshot, Snapshot/Erase All: Capture an image of the board in the software and continue, or capture the image and erase the current board.

13 Forward/Back: Scroll through snapshots in the open Webster file.

Showing, Hiding, and Moving the Toolbars

You can hide or move Webster toolbars.

To hide or show toolbars in Windows:

• Choose "Toolbar," "Annotation Bar," or "Status Bar" from the View menu to show or hide the Webster command toolbar, annotation toolbar, and status bar.

• Click the Webster icon in System Tray Menu and choose "Projection Toolbar" to show or hide the projection toolbar.

• To quickly close a floating toolbar, click the Close button on the toolbar.

WHITEBOARD PENS AND ERASER

The tool you use to write on the board depends upon which Webster model you have.

Writing and Erasing with LT Models

The LT whiteboard uses two intersecting lasers to detect reflected light from the pen, stylus, or eraser. The reflected light causes a message to be sent to the computer so the Webster software automatically detects which pen color or eraser tool you are using.

Always use LT dry-erase markers and erasers with reflective bands to write and erase on the board. Although regular dry-erase markers will not damage your board, they will not be recorded by the Webster software. Make sure that you do not block the reflective bands or the lasers.

Erase using the large or small circular felt eraser provided. Use only the flat side of the eraser, with the felt pad flat against the surface of the board.

USING WEBSTER WITH A PROJECTOR

With a projector connected to your computer when using a Walk-and-Talk, TS, or LT whiteboard, a variety of powerful options becomes available. When you project your computer's desktop onto the board, the board acts as though it were a large touch-sensitive computer monitor. PolyVision IRP and IPD models always display your computer screen, so these models always provide these powerful options in projection mode.

You can use the stylus (or your finger on Walk-and-Talk or TS models) as a mouse to control your computer and all the software on it, thus freeing you to focus entirely on the whiteboard.

From the whiteboard, you can control interactive presentations using software such as PowerPoint. Webster enables you to write over the image displayed on the board and capture the resulting image as a snapshot. You can:

• Use Webster as a touch screen to control your computer

• Run slide presentations entirely from the front of the room

• Capture and mark up any image from your computer

GETTING STARTED IN PROJECTION MODE

Before using projection mode, install Webster software on your computer and connect the computer to the whiteboard. Refer to "Installing Webster Software" on page 4 if these steps are not yet completed.

To enter projection mode:

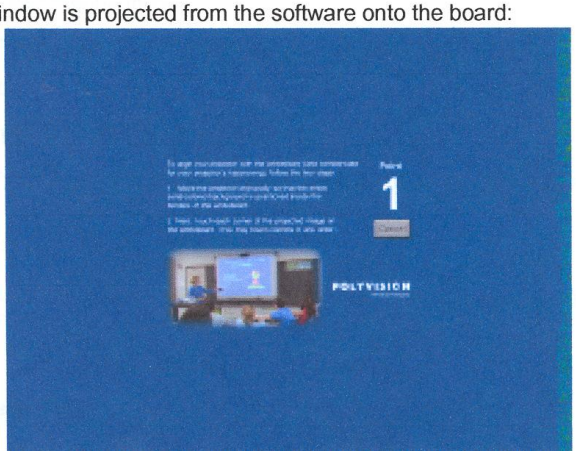
1 Connect your computer to the projector and turn on the projector, the whiteboard, and the computer.

2 If you are using the Walk-and-Talk, TS, or LT models, move the projector so that the image of the computer desktop projects squarely onto your whiteboard's white area, without covering the icon strip or whiteboard frame. The projected image need not fill the white area completely.

3 Launch the Webster software.

4 Press the Projection button on the remote control (Walk-and-Talk); tap the Projection icon in the whiteboard icon strip (TS and LT models); click the projection button in the command toolbar; or choose "Projection" from the Edit menu.

The following alignment window is projected from the software onto the board:



5 On the board, touch each corner of the projected image, following the instructions you see on the board. If you use the Walk-and-Talk or TS models, you can use your fingertip or the stylus provided to tap the board. If you use the LT, IRP, or IPD models, use the reflective stylus provided.

At the completion of this procedure, your whiteboard is in projection mode, the projection toolbar appears, and you are ready to use the whiteboard as a touch screen to control your computer.

To exit projection mode:

• Press the Projection button on the remote control (Walk-and-Talk); tap the Projection icon in the whiteboard icon strip (TS and LT models); click the projection button in the command toolbar; or choose "Projection" from the Edit menu.

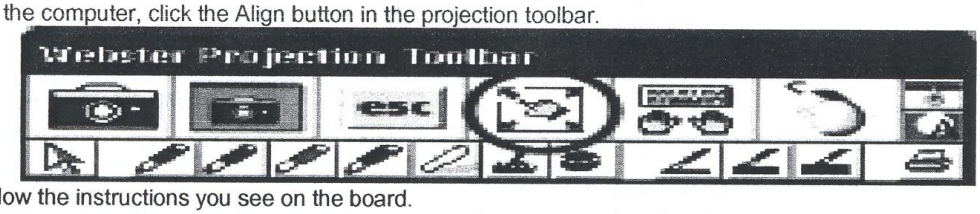
Alignment, If You are Already in Projection Mode

Generally, you need to align the projection only when you enter projection mode. However, if you move the projector or whiteboard while you are in projection mode, you might need to re-align the board.

You know that you need to re-align the board if the computer's cursor does not align with the point you touch on the board.

To re-align in projection mode:

1 On the computer, click the Align button in the projection toolbar.




2 Follow the instructions you see on the board.

Choosing the Number of Alignment Points

The alignment between your projector and the board is important. Webster offers three levels of alignment: 4-point, 8-point, and 16-point alignment. The default is 4-point alignment.

You might need to align projection using more points if there is any mismatch between the position of the projected computer cursor and the stylus you use on the board. (Some video projectors, for instance, do not produce a linear display with keystone correction.)

To change the number of alignment points:

1 Choose "Options" or "Preferences" from the Edit menu.

2 Click the "Projection" tab.

3 Choose an alignment type from the drop-down list.

Proceed as usual to enter projection mode or re-align while in projection mode. Follow alignment instructions projected on the screen.

USING WEBSTER IN PROJECTION MODE

In projection mode, to control the software projected on the board use the stylus (or your finger on Walk-and-Talk or TS models) as a mouse.

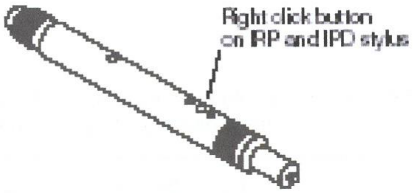
To use the stylus (or your finger on Walk-and-Talk or TS models):

• Tap the whiteboard once to click.

• Tap the whiteboard twice rapidly to double-click.

• In Windows, for a right click, tap the "Right Click" button on the projection toolbar, then tap the whiteboard. To right click on PolyVision

IRP or IPD models hold the bottom button on the stylus as you tap the board.




If you use a Walk-and-Talk board, always touch the board inside the projected computer screen when you use the stylus to control the board.

You can also control your computer using the remote control:

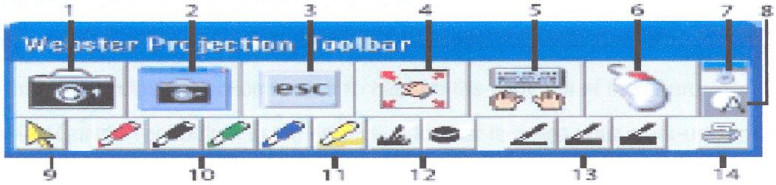
• To click or double-click, press L or the click trigger once or twice, or tap once or twice on the remote control touch pad

• For a right click, press the R button

• To page up or down, press the Next or Previous button (for example, if PowerPoint is the active window, press next to move to the next slide)

The Projection Toolbar

When you enter projection mode, a new toolbar appears with a single row of tools. A second row of tools appears when Webster is not the active window. The projection toolbar provides the following tools:




1 Snapshot: Capture the board image as a snapshot in the Webster software. The projected computer screen and writing on the board are both included when Webster is not the active application.

2 Screen Snapshot: Capture only the projected computer screen as a snapshot.

3 Esc: Performs the equivalent to the "ESC" keystroke in the active application.

4 Re-align: Re-align the projected image.

5 Keyboard: Show and hide the on-screen keyboard.
6 Right Click (Windows only): For a right mouse click, tap this button, then tap the board.
Show Webster (Macintosh only): Bring the Webster window to the front.

7 Reveal: Reveal the projected screen one line at a time by dragging the "window shade" down.

8 Spotlight: Spotlight a portion of the screen with a circle of light.

9 Selection Tool: Move the cursor instead of writing on the board. Click to stop projection mark-up and return to pointing the mouse.

10 Pen Color: Mark up the projected image.

11 Highlighter: Highlight important items.

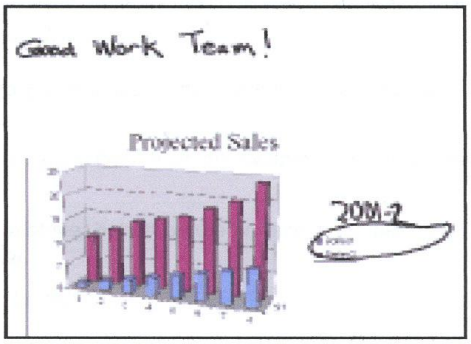
12 Erasers: Erase the projection mark-ups.

13 Pen Width: Change pen width for mark-ups.

14 Print: Print the current board image, including the projected image, on the default printer connected to the computer.

PROJECTION MARK-UPS

In projection mode, you can mark up the projected computer screen. For example, you can mark up PowerPoint slides on the whiteboard during your presentation:




To mark up a projected image (all other models):

1 Using the stylus, tap a pen color button on the projection toolbar. This freezes the current screen so your strokes produce writing instead of moving the mouse cursor.

2 Write on the projected computer screen with the stylus. Webster records your writing.

3 Tap the Snapshot button in the projection toolbar to capture the contents of the board.

4 When done, tap the Cursor Tool button in the projection toolbar to erase your mark-ups and resume using the cursor.

Snapshots in Other Applications

In projection mode when Webster is not the active application, you can capture a snapshot that includes both the projected computer screen and the writing, or a snapshot that includes just the projected computer screen.

To capture a snapshot of the projected computer screen, projection markups, and writing on the board:

• Tap the Snapshot button in the projection toolbar, press the Save button on the remote control (Walk-and-Talk models), tap the Snapshot icon on the whiteboard (TS and LT models), or choose “Snapshot” in the Edit menu.

To capture a snapshot that includes only the projected computer screen and projection mark-ups:

• Tap the Screen Snapshot button in the projection toolbar.

Snapshots When Webster is the Active Application

In projection mode when Webster is the active application, you can capture a snapshot of the current board or a snapshot of the projected computer screen.

To capture a snapshot including the writing on the current board (but not the projected Webster application screen):

• Tap the Snapshot button in the projection toolbar, press the Save button on the remote control (Walk-and-Talk models), tap the Snapshot icon on the whiteboard (TS and LT models), choose "Snapshot" in the Edit menu, or tap the Snapshot icon on the annotation toolbar.

To capture a snapshot of the projected computer screen:

• Tap the Screen Snapshot button in the projection toolbar.

TOGGLING BETWEEN WEBSTER AND OTHER APPLICATIONS

In projection mode, you can work with multiple software applications that are all projected on the board.

To bring the Webster application to the front:

• TS and LT models only: Tap the Show Webster icon on the whiteboard icon strip. Tap again to send Webster to the back.

• Windows only: Choose "Webster application" from the system task bar or choose "Go To Webster" from the System Tray Menu.

• Macintosh only: Tap the Show Webster button on the projection toolbar, or choose "Go To Webster" from the System Menu in the menu title bar.

USING THE ON-SCREEN KEYBOARD

In projection mode, Webster provides an on-screen keyboard that enables you to enter text from the whiteboard.

To launch the on-screen keyboard, tap the Keyboard button on the projection toolbar or press the Keyboard button on the remote control (Walk-and-Talk models).

Use the on-screen keyboard for entering text and performing keyboard functions as follows:

• To enter text, move the cursor to a text entry location (e.g., in a word processor, web browser, or dialog box), then tap the keys of the onscreen keyboard.

• To use Shift, Ctrl, Alt, Caps, Command, or Option, tap the projected key (it changes color), then the key it modifies (e.g., Ctrl + s to save). The Caps key remains active until you tap it again.

• To perform keyboard actions, tap a key (e.g., F1 for Help).

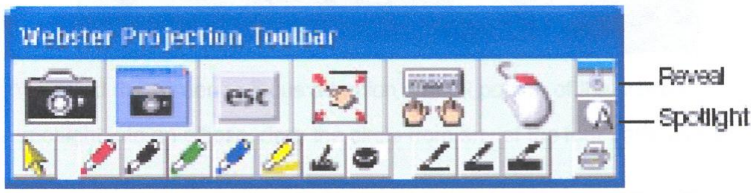
• In Windows, to change the keyboard size, tap the "Small," "Medium," or "Large" button on the right of the keyboard.

• To move the keyboard, tap and drag the title bar or the keyboard background and release it in the desired location.

• To hide the keyboard, tap the Keyboard button on the projection toolbar or press the Keyboard button on the remote control (Walk and-Talk models).

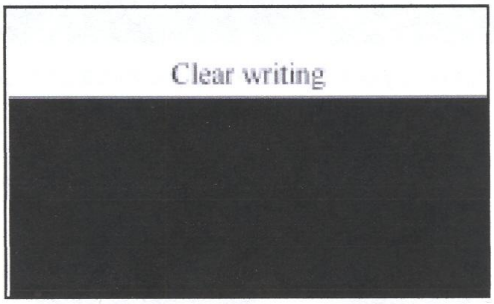
USING THE SPOTLIGHT AND REVEAL TOOLS

In projection mode, Webster provides the spotlight and reveal tools that enable you to focus attention on a portion of the projected screen.

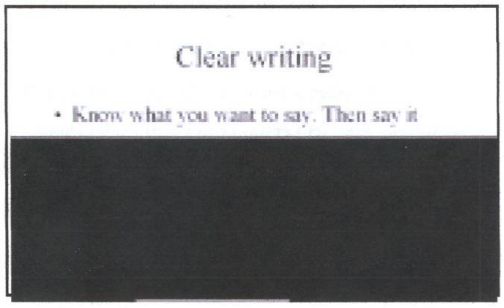



To reveal the projected screen one strip at a time:

1 Tap the Reveal button in the projection toolbar. The projected screen becomes black except one strip at the top.




2 Drag the strip down to reveal more of the screen.




To reveal the entire projected screen and continue your presentation:

• Tap the Reveal button in the projection toolbar again.

• Press the esc key on your keyboard.

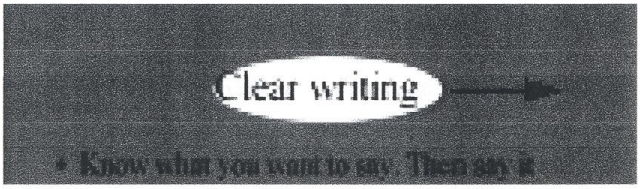
• Drag the strip down to the bottom of the screen.

To spotlight a portion of the projected screen:

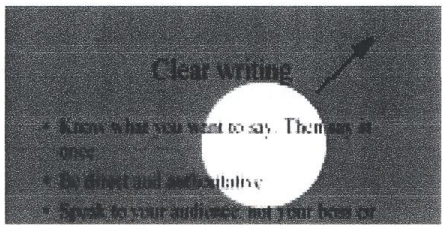
1 Tap the Spotlight button in the projection toolbar. The projected screen becomes grayed except one circle of light.

2 Drag the spotlight around the screen to focus attention on that portion of the screen.

3 To re-shape the spotlight into an ellipse, drag the circle from any of the four cardinal points around the edge of the circle.




4 To enlarge or shrink the circle, drag it from any point around the edge except the four cardinal points.




To remove the spotlight:

• Tap the Spotlight button in the projection toolbar again.

• Press the esc key on your keyboard.

USING PROJECTION WITH POWERPOINT

In projection mode, you can control a Microsoft PowerPoint presentation from the whiteboard, with no need for a mouse or keyboard to navigate the slides.

To use Webster in projection mode with PowerPoint:

1 Enter projection mode in Webster. (Refer to "Using Webster in Projection Mode" on page 26.)

2 Launch PowerPoint and begin the slide presentation.

To move forward and backward through PowerPoint slides:

• Walk-and-Talk models: Press the Next and Previous buttons on the remote control.

• TS and LT models: Tap the Forward and Back icons on the whiteboard icon strip. To mark up a slide:

• Tap a pen button in the projection toolbar and begin writing.

To capture all the board contents, this may include writing on the board, the projected slide, and projection mark-ups:

• Walk-and-Talk models: Press the Save button on the remote control.

• TS and LT models: Tap the Snapshot or Snapshot/Erase All icon on the whiteboard icon strip.

• Tap the Snapshot button in the projection toolbar.

To capture only the projected image and projection mark-ups:

• Tap the Screen Snapshot button in the projection toolbar.

PRINTING IN PROJECTION MODE

In projection mode, you can print a copy of the board and projected image using a printer connected to your computer.

To print a copy of the board:

• Walk-and-Talk models: Press the Print button on the remote control. (Prints to the default printer.)

• TS and LT models: Tap the Print icon on the whiteboard icon strip. (Prints to the default printer.)

• Tap the Print button in the projection toolbar. (Prints to the default printer.)

• Choose "Print" from the Webster File menu. (Opens the Print dialog, where you can change printers.)

WORKING WITH SNAPSHOTS

A snapshot captures the current image of the board in the Webster software. Taking a snapshot does not change the image; it simply inserts the image into a Webster file.

Snapshots can be:

• Edited

• Saved

• Printed

• Sent in e-mail

• Exported

• Published as HTML or Adobe Acrobat PDF files

CREATING A SNAPSHOT

To capture a snapshot:

• Walk-and-Talk models: Press the Save button on the remote control.

• TS and LT models: Tap the Snapshot icon on the whiteboard icon strip. Refer to "TS and LT Whiteboard Icons" on page 14.

• Click the Snapshot button in the annotation toolbar. Refer to "The Webster Annotation Toolbar" on page 17.

• Choose "Snapshot" from the Edit menu.

• In projection mode, tap either the Snapshot or Screen Snapshot button in the projection toolbar. Refer to "The Projection Toolbar" on page 27.

To capture a snapshot and start over with a blank current board in the software:

• Walk-and-Talk models: Press the Erase All button on the remote control.

• TS and LT models: Tap the Snapshot/Erase All icon on the whiteboard icon strip. Refer to "TS and LT Whiteboard Icons" on page 14.

• Click the Snapshot/Erase All button on the annotation toolbar.

• Choose "Snapshot/Erase All" from the Edit menu.

To erase the current board without capturing a snapshot:

• Choose "Erase All" from the Edit menu.

The snapshot and erase all functions are disabled if you made no changes on the whiteboard or the current board (either writing or erasing).

Taking Automatic Snapshots

Webster can automatically capture snapshots, enabling you to continue through a presentation with no distractions. Webster detects periods of inactivity and captures the contents of the board after a specified duration.

To take snapshots automatically:

1 Choose "Options" (Windows) or "Preferences" (Macintosh) from the Edit menu.

2 Click the "General" tab.

3 Check "Auto-Snapshot."

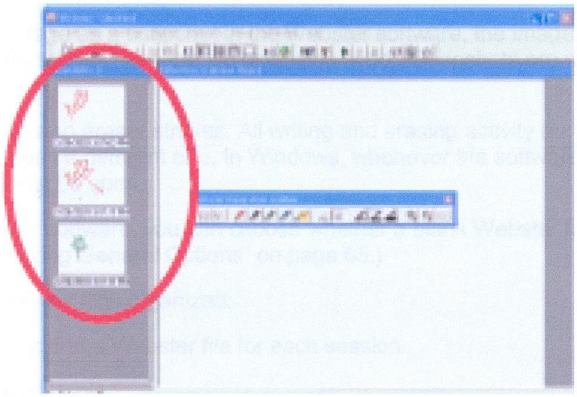
4 Enter the duration of inactivity that triggers the snapshot.

5 Click "OK."

This option does not create duplicate snapshots; if no change is made during the specified interval, no snapshot is taken.

VIEWING SNAPSHOTS

When you capture a snapshot of the board, a miniature "thumbnail" image appears in the Webster software in the Snapshot pane. Snapshots appear in the order you create them and include a caption with the date and time they were created.



• To view and edit a larger image of a snapshot in the Selection pane, click the snapshot.

• To scroll through the snapshots, use the Snapshots pane scroll bar located on the right edge of the Snapshot pane or choose "Next Snapshot" or "Previous Snapshot" from the View menu.

• To fill the window with a snapshot, double-click the snapshot or click a snapshot and choose "Selection" from the View menu.

• To view all snapshots in the currently open Webster file, click the Snapshots View button in the toolbar (Windows) or "View" tab (Macintosh), or choose "Snapshots" from the View menu.

• To zoom in on the Selection pane, click the zoom in button in the annotation toolbar or choose "Zoom In" from the View menu, then click an area in the Selection pane.

• To zoom out on the Selection pane, click the zoom out button in the annotation toolbar or choose "Zoom Out" from the View menu.

• To return the snapshot to its original size after zooming in or out, click the Fit to Window button on the annotation toolbar or choose "Fit to Window" from the View menu.

SELECTING SNAPSHOTS

You can view, edit, copy, move, rename, publish, playback, add a backdrop to, or export the selected snapshot(s). You can also send snapshots via e-mail.

To select a snapshot:

• Click snapshot in the Snapshot pane.

To select all snapshots:

• Choose "Select All" from the Edit menu.

To select a range of snapshots:

• In Windows: Click the first snapshot, then press the Shift key and click the last snapshot or drag a selection rectangle around the snapshots.

• On a Macintosh: Drag a selection rectangle around the snapshots.
To select several non-sequential snapshots:

• In Windows: Hold down the Ctrl key and click all desired snapshots.

• On a Macintosh: Hold down the Shift key and click all desired snapshots.

WORKING WITH WEBSTER FILES

When you capture a board image as a snapshot in the Webster software, the image becomes part of a Webster file. (In Windows, these files have the file extension .wbd.) Snapshots are not saved until you save the Webster file.

A Webster file records all pen and eraser strokes. All writing and erasing activity during a session is recorded in the same file unless you open a different one. In Windows, whenever the software is running, one file (either a saved or an untitled file) must be open.

When you launch the Webster software, you can choose whether a blank Webster file opens or the last used file opens. (Refer to "Customizing General Options" on page 65.)

Here are some ways to keep your files organized:

• Create a folder for each topic and a Webster file for each session.

• Create a Webster file for each topic.

• Create a Webster file for each day or time period.

Creating a File

To create a new Webster file:

• Choose "New" from the File menu. If the existing file contains unsaved changes, you are prompted to save the file.

When you open a new file, Webster options enable you to choose whether or not the contents of the current board remain visible in the new file. (Refer to "Customizing General Options" on page 65.)

Saving a File

Activity is recorded as long as the system is on and the Webster software is running. Snapshots that you capture are not saved to disk until you save the currently open file.

To save the file:

1 Choose "Save As" from the File menu.

2 Enter a name for the file.

3 Browse to the file destination.

4 Click "OK."

Opening a File

To open an existing Webster file:

1 Choose "Open" from the File menu.

2 Select the file in the standard dialog that appears.

In Windows, you can also choose a recently opened file by choosing "Recent Files" the File menu.

When you open a file, you are prompted to save if the current file includes unsaved data.

Closing a File

To close a Webster file:

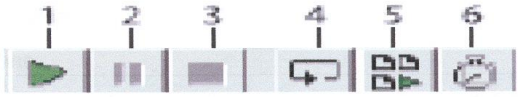
• Choose "Close" from the File menu.

If the file contains unsaved data, you are prompted to save it.

PLAYING BACK SNAPSHOTS

Webster software records all writing and erasing in a snapshot and enables you to review everything you did in the order it occurred. In addition, you can play back a sequence of snapshots. To play them back in another order, reorganize the snapshots. Refer to "Copying and Moving Snapshots" on page 42.

Webster playback shortcuts appear on the command toolbar.




1 Play: Click to play back the selected snapshot, or choose "Play" from the Playback menu.

2 Pause: Click to pause the playback, or choose "Pause" from the Playback menu. Click again to continue playback.

3 Stop: Click to stop playback, or choose "Stop" from the Playback menu. Click Play to continue playback.

4 Loop: To repeat playback in a continuous loop, click the Loop button or choose “Loop” in the Playback menu, then click Play. To return to normal playback, click Loop again.

5 Play All: To playback all the snapshots in the Webster file (not just the selected snapshots), click the Play All button or choose “Play All” in the Playback menu, then click Play. To return to normal playback, click Play All again.

6 Timing: Click to specify playback timing; or choose “Options” (Windows) or “Preferences” (Macintosh) from the Edit menu and click the “Playback” tab. Refer to “Customizing Playback Options” on page 71.

RENAMING SNAPSHOTS

In the Snapshot pane, each snapshot is named with a caption indicating the date and time it was created. When you print a snapshot, this caption is included as a header (Macintosh) or footer (Windows).

To change a snapshot caption:

1 Select the snapshot. A box appears around the snapshot and caption.

2 Click the caption to select the text.

3 Enter the new caption.

4 Press Enter or click anywhere outside the caption.

DELETING SNAPSHOTS

You can delete a snapshot without affecting the current board image.

To delete one or more snapshots:

1 Select the snapshot(s).

2 Press Delete (or choose “Delete” from the Edit menu).

EDITING SNAPSHOTS

After you capture a board image as a snapshot, you can edit the snapshot in Webster software by writing or erasing using the tools in the annotation toolbar. You can also edit the current board using the tools in the annotation toolbar prior to printing or capturing it as a snapshot.

To edit a snapshot:

1 Select a snapshot. An enlarged view appears in the Selection pane.

2 Choose a pen color and pen size, or choose the eraser from the annotation toolbar.

3 Draw or erase on the snapshot in the Selection pane.

4 To save the changes, save the Webster file.

To edit the image of the current board:

1 Select the Current Board pane.

2 Choose a pen color and pen size, or choose an eraser from the annotation toolbar.

3 Draw or erase on the current board in the Selection pane.

4 To capture the changes in a snapshot, click the Snapshot button in the annotation toolbar.

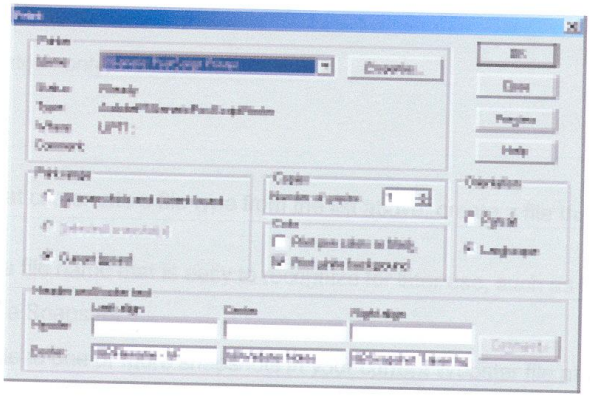
## PRINTING SNAPSHOTS IN WINDOWS

You have the option to print the board image at any time. In Windows, you can customize the printed colors and the header and footer. For information about printing on the Macintosh, refer to "Printing Snapshots on a Macintosh" on page 50.

To print a snapshot in Windows:

1 Select the snapshot(s) to print, or the current board.

2 Choose "Print" from the File menu or click the Print button in the Webster command toolbar. The following dialog appears:

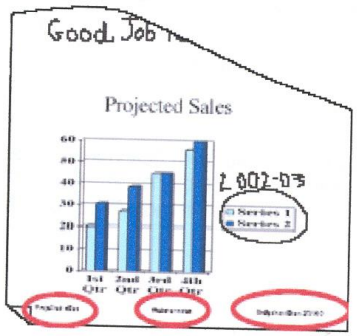


3 Specify the following print options:

- Printer name and printer properties
- Which items to print (snapshots and/or current board)
- Number of copies
- How to print colors
- Orientation
- Header and/or footer formats

Customizing Headers and Footers in Windows

By default, snapshot printouts include the following footers:



• Bitmap (.bmp)

• JPEG (.jpg)

• TIFF (.tif)

• Windows metafile (.wmf) (Windows only)

• Compressed PICT (Macintosh only)

• MacPaint (Macintosh only)

• Photoshop (Macintosh only)

• PNG (Macintosh only)

• QuickTime Image (Macintosh only)

• TGA (Macintosh only)

To create a backdrop file:

1 Using any application that can create a file type from the list above, create a file that contains the image you want to add to a snapshot.

2 Save the file. (Hint: use a file name that is easy to recognize for later use, such as Backdrop.tif.)

Adding a Backdrop File to a Snapshot

You can add a backdrop file to one or more snapshots in your current Webster file at any time.

To add a backdrop to a snapshot in Windows:

1 (optional) Select the snapshot(s) to which you want to add the backdrop.

2 Choose "Add" from the Backdrop menu.

3 Click "Browse" to locate the backdrop file.

4 To add the backdrop to the selected snapshot(s), click "Add to Selection."

5 To add the backdrop to all snapshots in the file, click "Add to All."

To add a backdrop to a snapshot on a Macintosh:

1 Select a snapshot or the current board.

2 Choose "Add" from the Backdrop menu.

3 Browse to locate the backdrop file. The backdrop file can be any file in one of the supported formats. (Refer to "Creating a Backdrop File" on page 52.)

4 Click "Open." The backdrop is added to the selected snapshot or current board.

To remove a backdrop from a snapshot:

1 Click a snapshot in the Snapshot pane to display it in the Selection pane.
2 To remove the selected backdrop, choose "Remove" from the Backdrop menu. To remove backdrops from all snapshots in the open file, choose "Remove All" from the Edit menu.

3 Click "Yes" to confirm the removal.

# USING CARE AND CAUTION WITH YOUR POLYVISION WHITEBOARD!

## WRITING AND ERASING WITH TS MODELS

The PolyVision TS whiteboard is touch sensitive and sends writing data to your computer by detecting a single point of pressure. Use standard dry erase markers to write on the board. Specify the color that is recorded in the software by tapping the corresponding pen color icon on the board. The active pen color is indicated by the LED next to the pen icon on the board. When you choose a pen color and write, sounds from the board provide audible feedback to confirm that the software is recording. A selected pen color (or eraser) stays in effect until you select a different one.

## WRITING AND ERASING WITH LT MODELS

The IPD and IRP models are screens for projected computer images and thus always operate in projection mode. These models use two intersecting lasers to detect strokes of the stylus on the board. Always use the battery operated infrared stylus to point and annotate on the board.

The LT whiteboard uses two intersecting lasers to detect reflected light from the pen, stylus, or eraser. The reflected light causes a message to be sent to the computer so the Webster software automatically detects which pen color or eraser tool you are using.

Always use LT dry-erase markers and erasers with reflective bands to write and erase on the board. Although regular dry-erase markers will not damage your board, they will not be recorded by the Webster software. Make sure that you do not block the reflective bands or the lasers. Erase using the large or small circular felt eraser provided. Use only the flat side of the eraser, with the felt pad flat against the surface of the board.

## PROBLEM CAUSE SOLUTION

- Wipe the whiteboard with a clean, soft, dry cloth or a duster.
- Clean whiteboard parts with a cloth dampened with mild soap and water. Stubborn stains can be removed using isopropyl alcohol.
- Do not use spray cleaners (such as whiteboard cleaner). Spray cleaners will damage the board.
- Do not use abrasive cleaners or cloths.
- For daily cleaning or as needed, rinse surfaces with water using a soft cloth or sponge. Dry with a soft cloth prior to writing.
- Remove any remaining marks with Sanford Expo Towelettes or equivalent. Whiteboard cleaners available from PolyVision or at office supply stores can also be used.
- **Important!** Always rinse with water and dry with a soft cloth.
- For stubborn stains, you can use a paint/stain remover such as Goof Off®. After the stain has been removed, rinse with clean water and dry with a soft cloth.

## FOR ALL WEBSTER TS WHITEBOARDS:

- Use only the dry-erase markers and erasers recommended by PolyVision.

• Change eraser pads when they become dirty to leave less ink residue on your board. Replacement eraser pads are available directly from
• Do not use ballpoint pens or other pointed instruments on the Webster TS surface.
• Do not use abrasive cleaners on the Webster TS surface.
• To erase pen strokes made with permanent markers, write over the marks with a dry-erase marker of the same or similar color, then erase.

**CARING FOR THE LT WHITEBOARD**

• Use spray cleaners (including whiteboard cleaners), or mild abrasives.
• For stubborn stains use abrasive cleaners, alcohol, or acetone.
• To erase pen strokes made with permanent markers, write over the marks with a dry-erase marker of the same or similar color, then erase.

**CARING FOR THE MARKERS, STYLUS AND ERASER**

• Cover the markers when not in use.
• Store the markers horizontally (e.g., in the whiteboard tray).
• Webster TS models: Clean the stylus with a cloth dampened with mild soap and water.
• Rub the eraser against a towel to remove ink residues.

# Using the Polyvision WhiteBoard

After you have logged into computer click on start, click on all programs.

1. Go to Webster 3.1 or which ever version you have, then select Webster.

2. Use the remote control to turn on the ceiling Projector.

3. On the white board select the projection button.

4. Touch the four corners to align the projector. (Make sure to touch as close to the corners as you can.)

5. Touch and drag the floating toolbar to the upper right corner under the minimize, maximize and close buttons.

6. Touch one of the colors on left side of whiteboard using the Webster pen.

7. With the Webster pen write your name on the whiteboard.

8. With the pen select wide erase on left side of whiteboard and erase your name off the board.

9. Go down to the start button in the lower left hand corner of your whiteboard and use the pen to select all programs, then Microsoft Word and open it.

10. With the pen go to the upper right corner and select keyboard icon from the floating toolbar you moved earlier in the instructions.

11. With the pen touch keyboard letters to type your name.

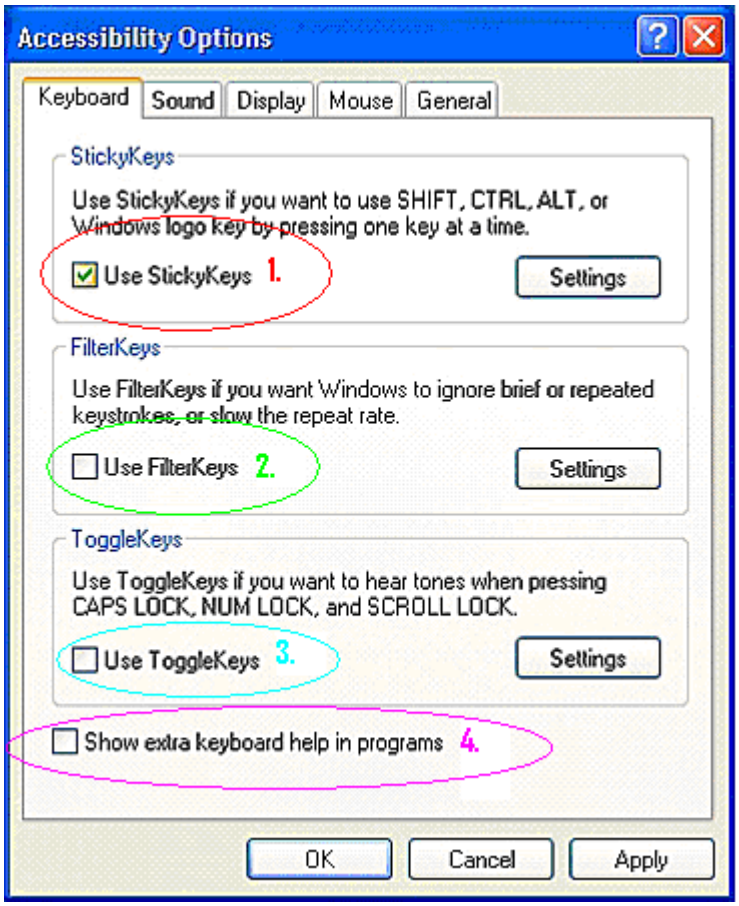
12. To delete name use backspace on key board.

13. Please remember to close all programs when completed.

# MICROSOFT Accessibility Features In WINDOWS XP

**1. StickyKeys** is an accessibility feature designed for people who have difficulty holding down two or more keys at a time. When a shortcut requires a key combination such as CTRL+P, StickyKeys will enable you to press one key at a time instead of pressing them simultaneously.

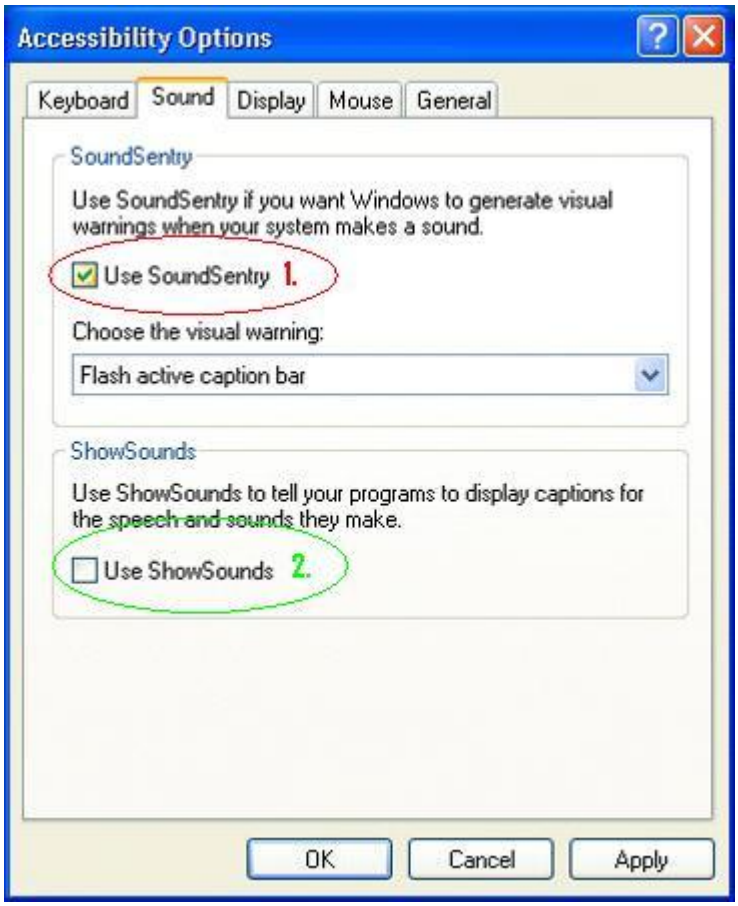
**2. FilterKeys** is an accessibility option that adjusts the keyboard response so that inadvertently repeated keystrokes are ignored. Using FilterKeys, you can also slow the rate at which a key repeats when you hold it down.




**3. ToggleKeys** is an accessibility feature designed for people who have vision impairment or cognitive disabilities. When ToggleKeys is turned on, your computer will provide sound cues when the locking keys (CAPS LOCK, NUM LOCK, or SCROLL LOCK) are pressed. A high sound plays when the keys are switched on and a low sound plays when they are switched off.

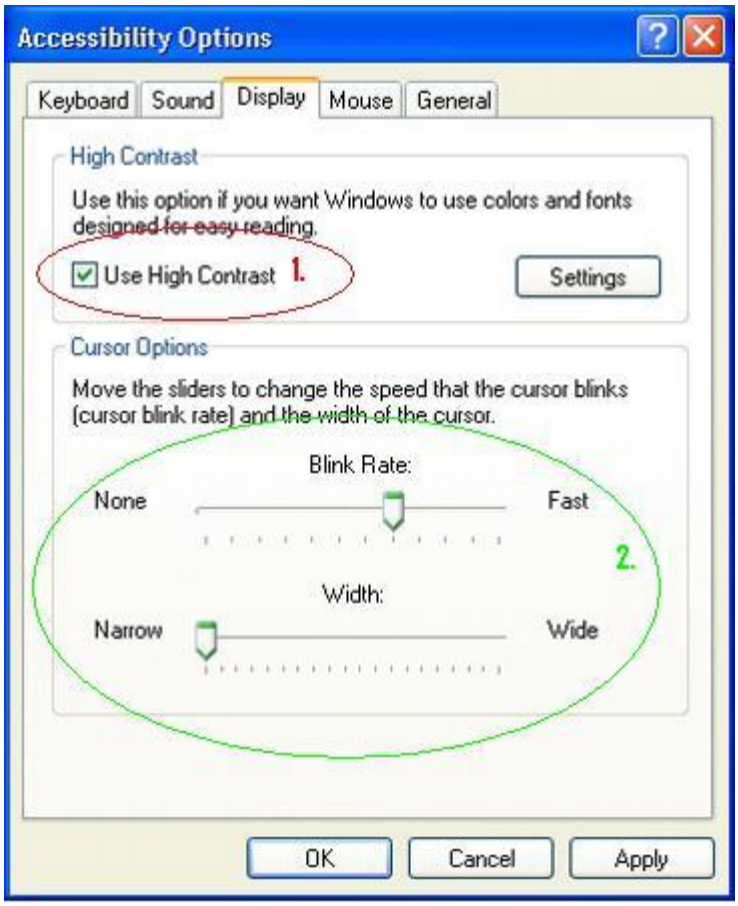
**4. Show extra keyboard help in programs** is an option that displays extra keyboard help in programs when it is available.

**1. SoundSentry** is an accessibility feature designed for people who have difficulty hearing system sounds generated by the computer. SoundSentry allows you to change the settings to generate visual warnings, such as a blinking title bar or a screen flash, whenever the computer you are using generates a sound. You will be able to choose visual warnings (for example, a flashing border) for sounds made by windowed programs and for sounds made by full screen text programs.



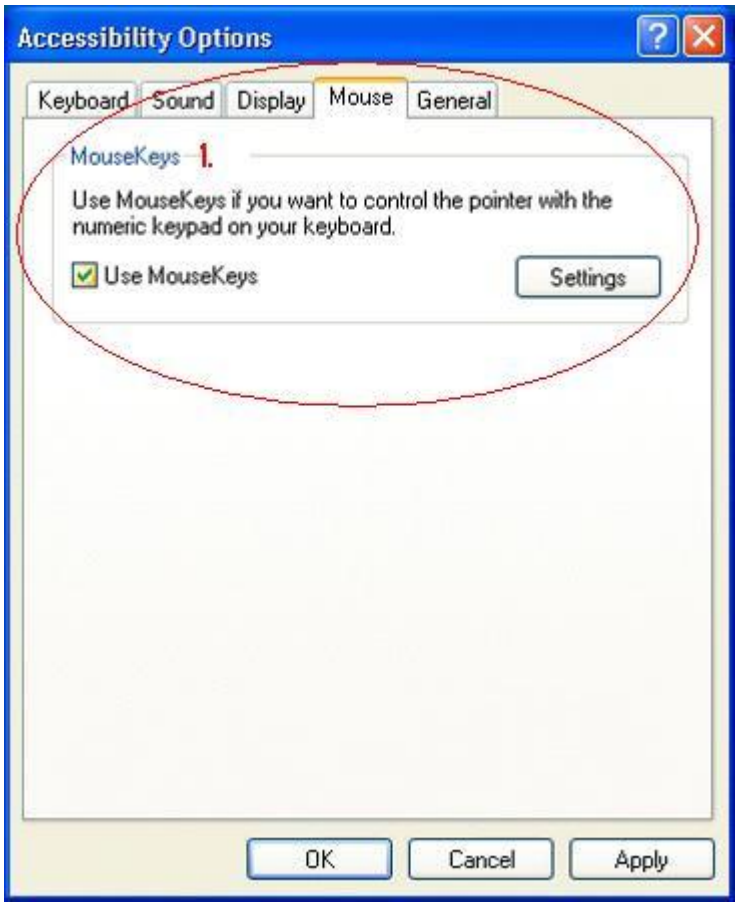

**2. ShowSounds** is an accessibility feature which instructs programs that usually convey information only by sound to also provide all information visually, such as by displaying text captions or informative icons.

**1. High Contrast** is an accessibility feature designed for people who have vision impairment. High Contrast color schemes can increase legibility for some users by heightening screen contrast with alternative color combinations. Some of the schemes also change font sizes for greater legibility.




**2. Cursor Options** is a tool with which you can adjust the blink rate of your cursor and its width on screen. These options can help make the cursor easier to see on screen or less distracting for people who have vision or seizure disorder accessibility needs.

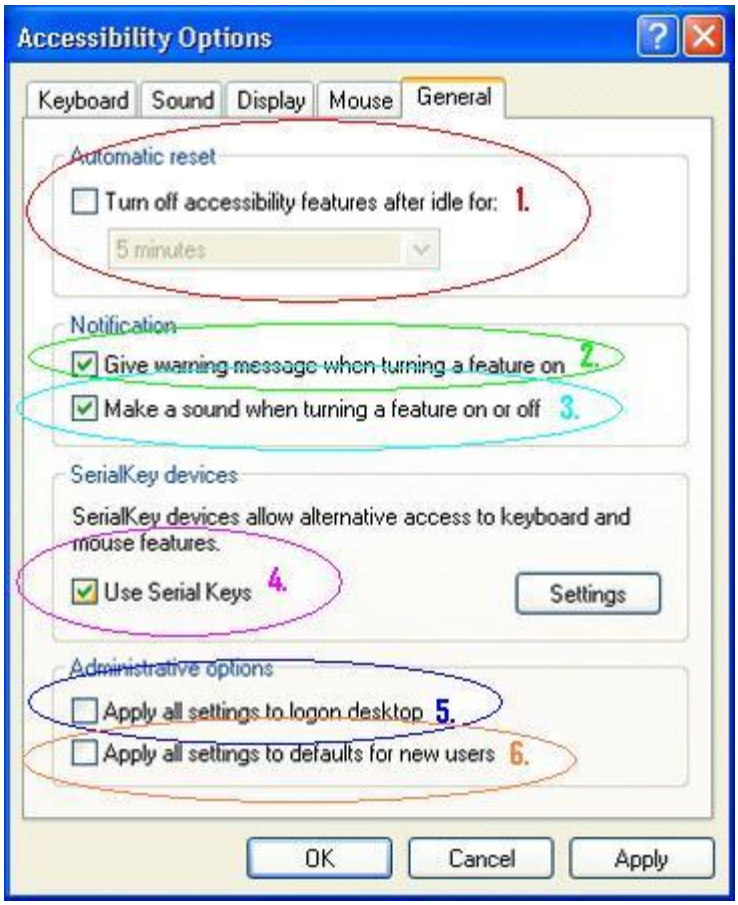
**1. Mousekeys** is an accessibility feature designed for people who have difficulty using a mouse. MouseKeys allows you to use the numeric keypad to control the movement of the mouse pointer. If you want to use the numeric keypad for data entry as well as for navigation, you can set MouseKeys to be activated by pressing NUM LOCK.




**1. Turn off accessibility features after idle for:** When this option is selected the accessibility features you have used while working will be turned off after a specified number of minutes. This benefits people who share a computer and want to customize it to their personal preferences.

**2. Give warning message when turning feature on-** When this accessibility option is selected, a warning message will appear when you use a shortcut key to turn an accessibility feature on or off. This is useful for alerting people who might turn on a feature accidentally.

**3. Make a sound when turning a feature on or off-** When this accessibility option is selected, a confirmation sound plays every time you use a shortcut key to turn an accessibility feature on or off. This is useful for alerting people who might turn on a feature accidentally.




**4. SerialKeys** is an accessibility feature designed for people who have difficulty using the computer's standard keyboard or mouse. SerialKeys provides support so that alternative input devices, such as single switch or puff and sip devices can be plugged into the computer's serial port. **Note:** To use SerialKeys, **Fast User Switching** must be turned off (Fast User Switching is only available on Windows XP Home Edition and Windows XP Professional when it is not joined to a domain.)

**5. Apply these settings to logon desktop-** When this option is selected, all of the accessibility settings selected for the current user will be applied to the logon desktop. In this way, all users will be able to use accessibility features to help them log on to the computer. You can only set this option if you are part of the Administrator's group or the Computer Administrator's group.

**6. Apply all settings to defaults for new users-** When this option is selected, the accessibility options currently selected are applied as the default for all new user accounts set up on the computer. In this way, all users will be able to use accessibility features to help them log on to the computer. You can only set this option if you are part of the Administrator's group or the Computer Administrator's group.

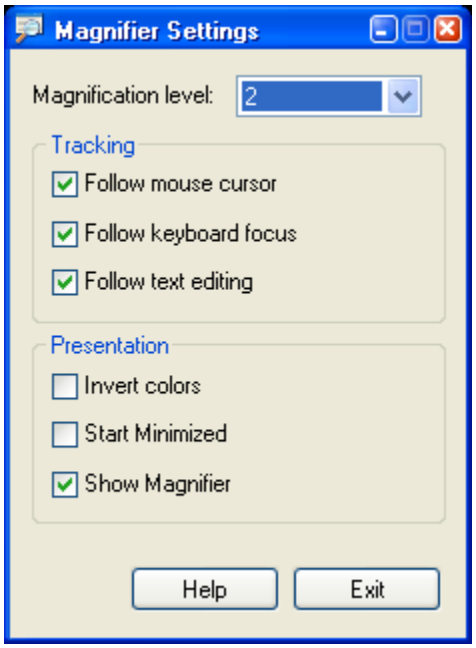
If you are blind or have difficulty seeing things on screen, you can quickly set vision related options using the **Accessibility Wizard**. Options include scrollbar and window border size, desktop icons, high contrast schemes, size and color of the mouse cursor, and the cursor width and blink rate.

If you are deaf or have difficulty hearing sounds from the computer, you can quickly set sound options using the **Accessibility Wizard**. Sound options include turning on SoundSentry so that you can get visual warnings for system sounds, and ShowSounds so that captions are displayed for speech and sounds in programs that provide them.

If you have difficulty using the keyboard or mouse, you can quickly set options using the Accessibility Wizard. Mobility options include turning on StickyKeys, MouseKeys and FilterKeys, getting extra keyboard help in programs, selecting cursor size and color options, mouse button configuration, and mouse pointer speed.

In Microsoft Windows XP, menus are automatically updated to keep the menu options you use most often at the top of your menu where they are usually more accessible. If this feature does not improve accessibility for you, you can easily disable it by using the **Accessibility Wizard**.

You can open the Magnifier tool by clicking **Start-All Programs-Accessories-Accessibility-Magnifier.** Magnifier is a display utility that makes the computer screen more readable by people who have low vision by creating a separate window that displays a magnified portion of the screen.



# Other Software

# SynchronEyes Software Guide

**A classroom management tool that lets you:**

- monitor classroom computers from your desk
- control classroom or individual student computers
- lock student computers during lectures or demonstrations
- broadcast student computers onto the classroom screen

**STEP 1:** SynchronEyes automatically opens when you start the instructor computer. When a student computer is on, you see a thumbnail picture of their screen. Use the VIEW menu to change the number of screens visible. Double-click on a screen to view it individually. (You also have dual-control of the student's mouse and keyboard in this view.) Click on the THUMBNAILS tab at anytime to return to an entire classroom view.

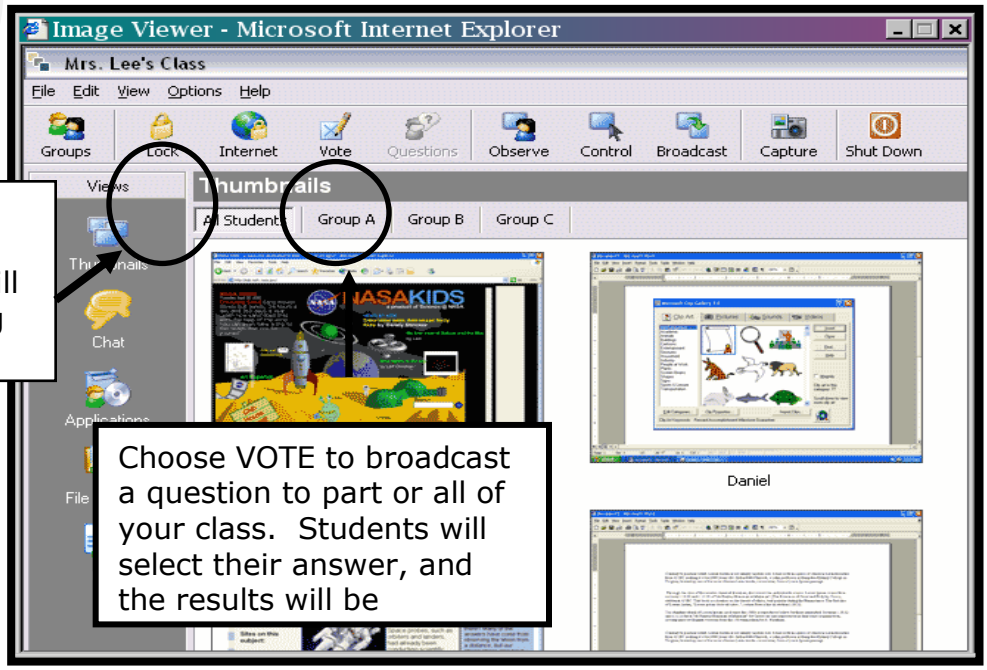
**To monitor student computer screens, do only step one.**

**SynchronEyes has many features for interacting with students. For example, you can control one or more student computers to demonstrate a process.**

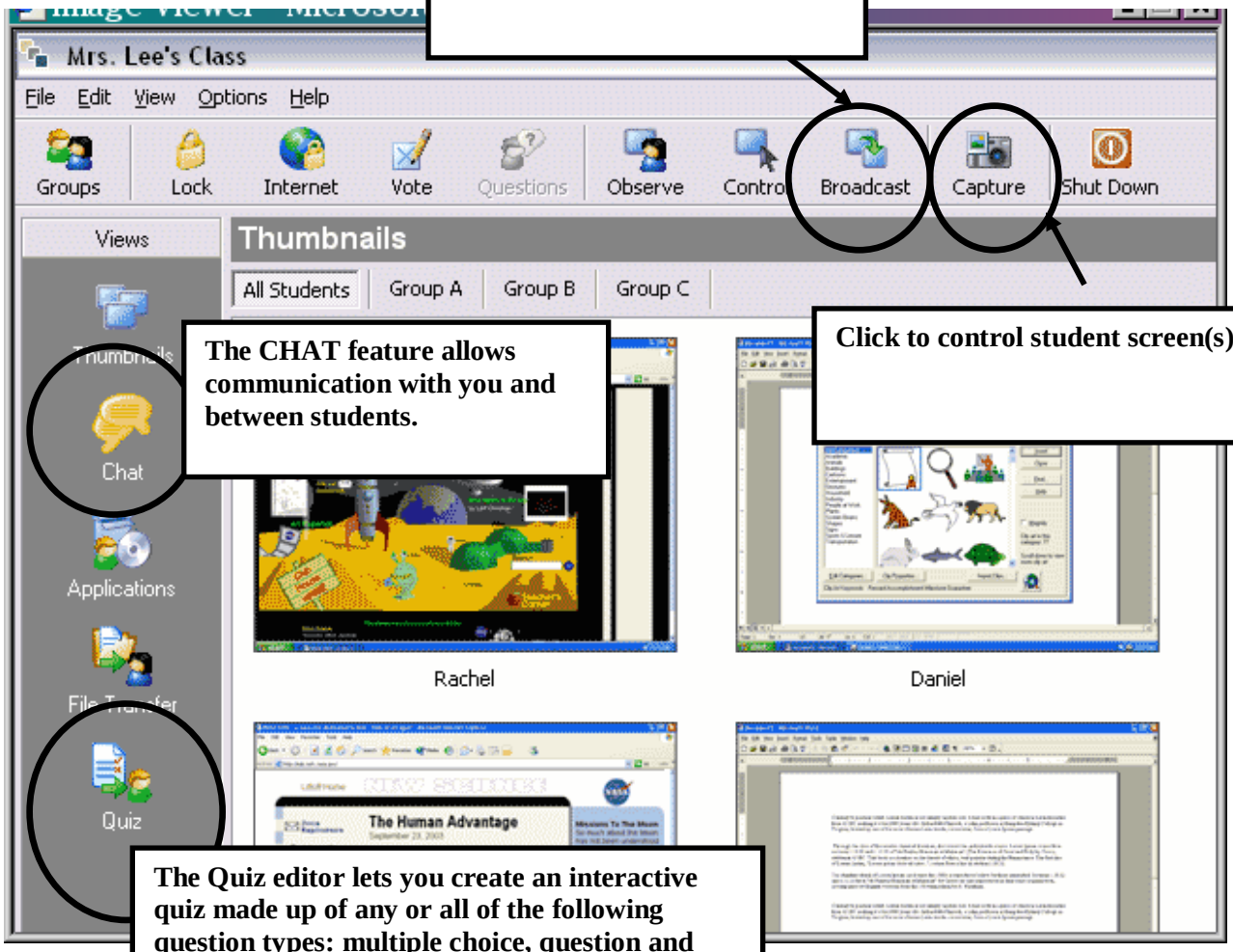
STEP TWO describes many additional features available in SynchronEyes. Read the program HELP manual for the full potential of this software.

**STEP 2:**

Choose lock to freeze the students from further computer activity. This will prevent them from typing while you are instructing




Choose VOTE to broadcast a question to part or all of your class. Students will select their answer, and the results will be


Click to BROADCAST your own or a student's screen.
Mrs. Lee's Class
File Edit View Options Help
Groups
Lock
Internet
Vote
Questions
Observe
Broadcast
Capture
Shut Down
Views
Thumbnails
All Students
Group A
Group B
Group C
Chat
The CHAT feature allows communication with you and between students.
Click to control student screen(s).
Applications
Quiz
Rachel
Daniel
The Human Advantage
The Quiz editor lets you create an interactive quiz made up of any or all of the following question types: multiple choice, question and answer, ordering, matching and essay style. You can also add images to any question. The results will be tabulated and returned to the teacher.

# Sound Recorder Utility Guide

**Record your voice using the Sound Recorder utility that comes with Windows and a microphone.**

**STEP 1:** Plug the headphones and/or microphone into the back of the hard drive. Make sure to plug the right cable into the right connection. Look at the symbols, not the color of the cable.

**STEP 2:** Open the Sound Recorder utility. (Find it on your hard drive at: PROGRAMS>ACCESSORIES>ENTERTAINMENT)

**STEP 3:** Click on the RECORD button and speak into the microphone.

**STEP 4:** Click on PLAY to listen.

**STEP 5:** To save your audio file, go to the File menu, then SAVE AS. Title your sound file and save it to a folder on your hard drive.

---

**Tips & Tricks**

- There is a 60-second recording length each time you click the RECORD button. To make a longer recording you must stop and re-start the recording process. For an alternative way, go to: http://support.microsoft.com/default.aspx?scid=KB;en-us;q82215

- Sound Recorder saves files in waveform (.WAV) format only.

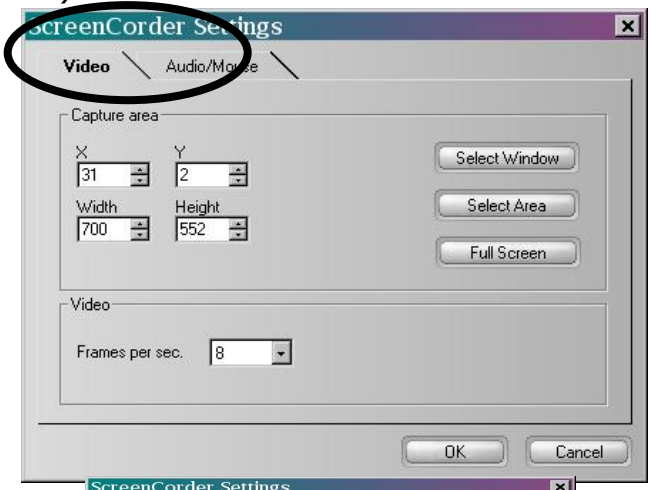
# ScreenCorder 4 Software Guide

**The basic process of creating a video:**

- Record your on-screen activity
- Add extra content such as: text, images, graphics, etc.
- Edit the video: add/delete video and audio
- Save and export to the desired format (.WMV, .AVI, Flash).

**STEP 1:** Decide what you will be recording, and get that screen ready to record BEFORE starting the ScreenCorder program.

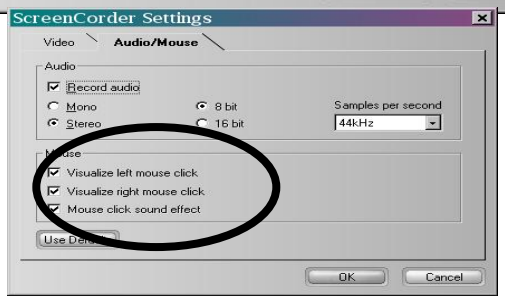
**STEP 2:** Set your ScreenCorder settings. (*note: This box appears when selecting "New Project"*)




## The Video Tab

**Select Window** – allows you to click on the window you want to record.
**Select Area** – allows you to select the area on the screen to record.
**Full Screen** – records the entire screen.

**Frames per sec**. – set the amount of pictures recorded per second. (standard settings for full screen: 2-8/sec, large window: 6-12/sec, small area: 8-20/sec)




## The Audio/Mouse Tab

**Record Audio** – select this to record your voice or mouse-click sound effects.

**Audio quality settings** – the settings: stereo, 8-bit, 22Hz per second are fine for standard audio quality with speech.
**Visualize left/right mouse clicks**- select these boxes to include a visual indication for mouse clicks during recording.
**Mouse-click sound effect** – select this to include a sound for mouse clicks.

**STEP 3:** Click the red record button to begin recording your on-screen activity. Press the ESCAPE key to end recording and return to the ScreenCorder window.

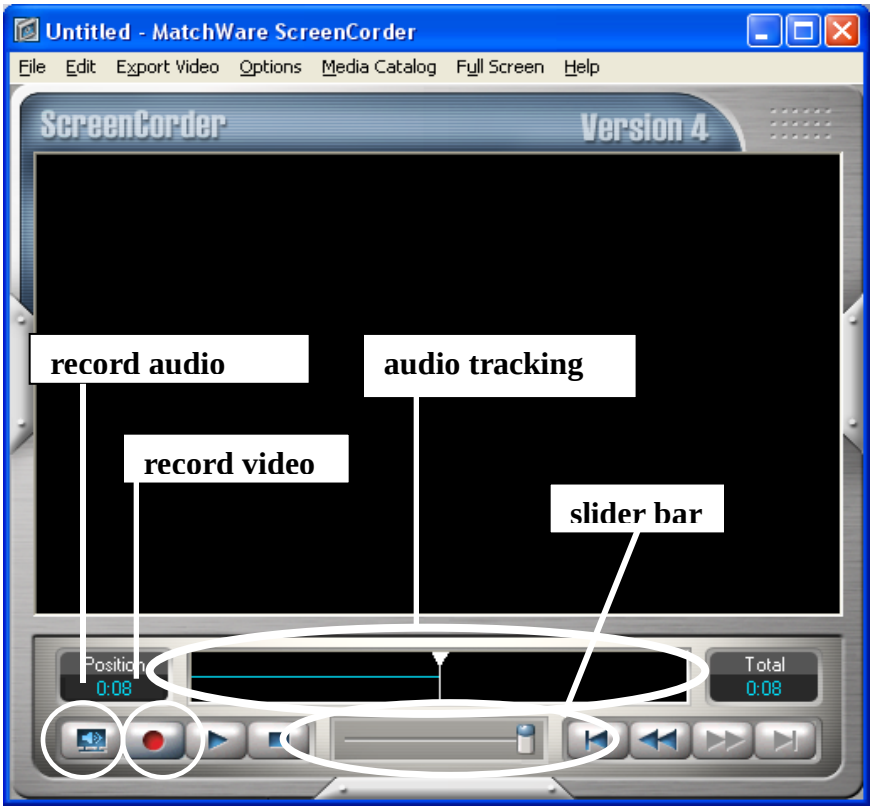
**STEP 4:** Click the play button to watch your video. Add text, images or graphics using the media catalog. Stop at any point in the video to add these.

**STEP 5:** Edit your video using the slider bar to move within your video.

**STEP 6:** Edit the audio by using the audio tracking bar. Record only sound by clicking the audio only button, then the record button.

**STEP 7:** Save your video under the FILE menu. The file is saved in .SCPR format, allowing you to later edit the video within ScreenCorder.

**STEP 8:** Use EXPORT VIDEO to convert your video to a format viewable by media players. ***You must do this process for the video to be viewable without the ScreenCorder program.***

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**Tips & Tricks**

- Read the HELP MANUAL for help with editing and media catalog features.
- Move the mouse around the screen slowly during recording. This will keep your videos smooth.
- Make slow, deliberate mouse clicks for clear visual marks during your video.
- The video quality will be noticeably better after you EXPORT the video.
- If the text and graphics are difficult to see in your video, make the window you are recording smaller than a full screen.

# Internet Resources

# ESL and ABE Resources on the Internet

**English Proficiency Test - to detect student's level:**
**www.transparent.com/tlquiz/proftest/english/tlenglishtest.htm**

**All levels Quizzes:**
**www.usingenglish.com/quizzes**
**www.english-test.net**
**www.churchillhouse.com/tests**

**Bilingual Vocabulary Quizzes**
**http://iteslj.org/v/**

**Vocabulary in pictures and sounds for low-level students:**
**www.languageguide.org/eng**

**Practice with using your native language and another activity for ESL students**
**http://a4esl.org**
**Exercises for all levels:**
**www.english-zone.com**
**(Membership is required for some pages)**
**ESL Resources, Handouts and Exercises**
**http://owl.english.purdue.edu/handouts/esl/**

**Monthly Internet Journal For Teachers of ESL. Articles, Research Papers, Lessons Plans, Classroom Handouts, Teaching Ideas & Links** **http://iteslj.org**

**Grammatical Explanations**
**http://www.ultralingua.net/shared/references/english/index.htm#C**

**Multilingual on-line dictionary**
**http://www.ultralingua.net/index.html**

**Reading Signs in English. Photographs of Many Signs**
**http://www.manythings.org/signs/**

**Literacy and Learning Disabilities Special Collection**
**http://ldlink.coe.utk.edu/**

**The leading Web site on learning disabilities for parents, teachers, and other professionals**
**http://ldonline.org/**

**A directory of professionals serving special educational needs**
**http://www.iser.com/index.shtml**
**For newcomers to Seattle, WA**
**http://www.living-usa.net/**

# Quia Teacher Account Information

## QUIA - Basic Studies Department Accounts

Quia accounts have been set up for each ESL level. Each teacher has their own class page according to their level. Log into the instructor zone using the below information.

| Level | User Name | Password |
|---|---|---|
| ABE Teachers | rtcabe | renton |
| ESL Level One Teachers | rtcesl1 | renton |
| ESL Level Two Teachers | rtcesl2 | renton |
| ESL Level Three Teachers | rtcesl3 | renton |
| ESL Level Four Teachers | rtcesl4 | renton |
| ESL Level Five Teachers (includes Youd Sinh and Shareef) | rtcesl5 | renton |

**The *Class pages* tab** is your starting point for creating class pages. It is also where you edit class pages after you've created them.

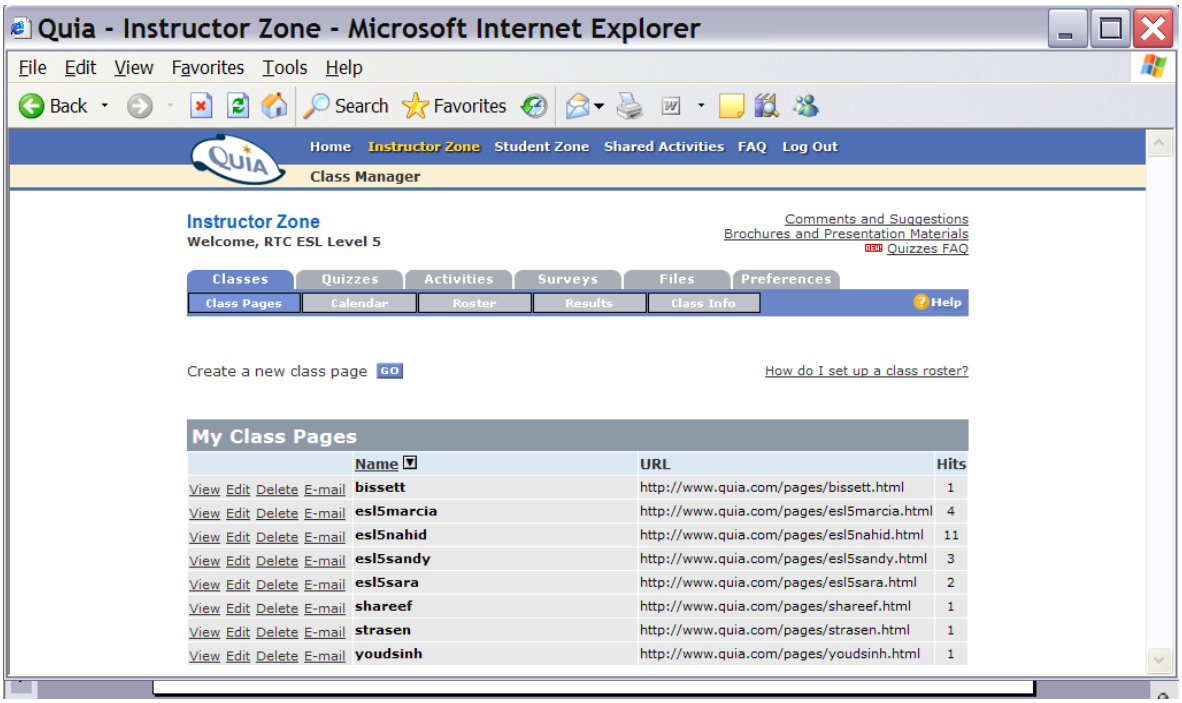
Click GO to create a new class page.

Your existing class pages are listed alphabetically by name, along with their URLs. If you ever forget the URL of a class page, you can always come here to find it.

The following is a list of class pages from a sample Quia account:

| My Class Pages | | |
|---|---|---|
| | **Name** | **URL** |
| View Edit Delete E-mail | **english** | http://www.quia.com/pages/english.html |
| View Edit Delete E-mail | **german** | http://www.quia.com/pages/german.html |
| View Edit Delete E-mail | **math** | http://www.quia.com/pages/math.html |
| View Edit Delete E-mail | **physics** | http://www.quia.com/pages/physics.html |
| View Edit Delete E-mail | **spanish** | http://www.quia.com/pages/spanish.html |

The links next to each class page name allow you to take several actions:


Quia - Instructor Zone - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Search Favorites
Home Instructor Zone Student Zone Shared Activities FAQ Log Out
Class Manager
Instructor Zone
Welcome, RTC ESL Level 5
Comments and Suggestions
Brochures and Presentation Materials
Quizzes FAQ
Classes Quizzes Activities Surveys Files Preferences
Class Pages Calendar Roster Results Class Info Help
Create a new class page GO
How do I set up a class roster?
My Class Pages
Name URL Hits
View Edit Delete E-mail bissett http://www.quia.com/pages/bissett.html 1
View Edit Delete E-mail esl5marcia http://www.quia.com/pages/esl5marcia.html 4
View Edit Delete E-mail esl5nahid http://www.quia.com/pages/esl5nahid.html 11
View Edit Delete E-mail esl5sandy http://www.quia.com/pages/esl5sandy.html 3
View Edit Delete E-mail esl5sara http://www.quia.com/pages/esl5sara.html 2
View Edit Delete E-mail shareef http://www.quia.com/pages/shareef.html 1
View Edit Delete E-mail strasen http://www.quia.com/pages/strasen.html 1
View Edit Delete E-mail youdsinh http://www.quia.com/pages/youdsinh.html 1

- **View** - Click *View* to display your class page.
- **Edit** - Click *Edit* to make changes to your class page.
- **Delete** - Click *Delete* to permanently erase your class page.
- **E-mail** - Click *E-mail* to e-mail a link to students or friends.

While you are editing your class pages, you may also want to create or edit activities and quizzes. You can do this by clicking the *Activities* and *Quizzes* tabs.

**The *Activities* tab** is where you create new learning activities and edit ones you've already created.

To create a new activity, select the type of activity from the drop-down list and click GO . You will be taken to the corresponding activity editor.

The following is a list of the activities you can create, along with a brief description of each:

- **Battleship** - Sink your opponent's ships by answering questions correctly.
- **Challenge Board** - Score points by answering questions correctly.
- **Cloze** - Complete paragraphs by filling in the blanks.
- **Columns** - Draw a line between the matching terms in the columns.
- **Concentration** - Use your memory to uncover matching terms.
- **Flashcards** - Online flashcards to help you review.
- **Hangman** - Guess the letters in a hidden word or phrase.
- **Jumbled Words** - Unscramble the letters to guess the word or phrase.
- **Matching** - Match the corresponding terms.
- **Ordered List** - Put the list in order before running out of attempts.
- **Patterns** - Complete the pattern by choosing the correct item from each group.
- **Picture Perfect** - Reveal the entire picture hidden underneath the squares.
- **Pop-ups** - Choose the correct answer from a list of choices.
- **Rags to Riches** - Answer increasingly difficult questions for fame and fortune.
- **Scavenger Hunt** - Track down answers to questions by following Internet links.
- **Word Search** - Search for hidden words.

Your existing learning activities are listed alphabetically by title. The URLs of your activities are also listed for your reference. You can always come back to your Instructor Zone for the URLs of your activities to give to your students and friends.

The following is a list of activities from a sample Quia account:

**My Activities**

| | Title | URL | Type | Hits |
|---|---|---|---|---|
| Play Edit Delete E-mail | **Animal Classifications** | http://www.quia.com/cm/1000.html | CM | 88 |
| View Edit Delete E-mail | **Dinosaurs and Verb Tenses** | http://www.quia.com/cz/1001.html | CZ | 51 |
| View Edit Delete E-mail | **Latin American Countries and Capitals** | http://www.quia.com/jw/1000.html | JW | 74 |
| View Edit Delete E-mail | **Multiplication Madness!** | http://www.quia.com/rd/1003.html | OL | 82 |
| View Edit Delete E-mail | **Order the Planets** | http://www.quia.com/pp/1002.html | PP | 67 |

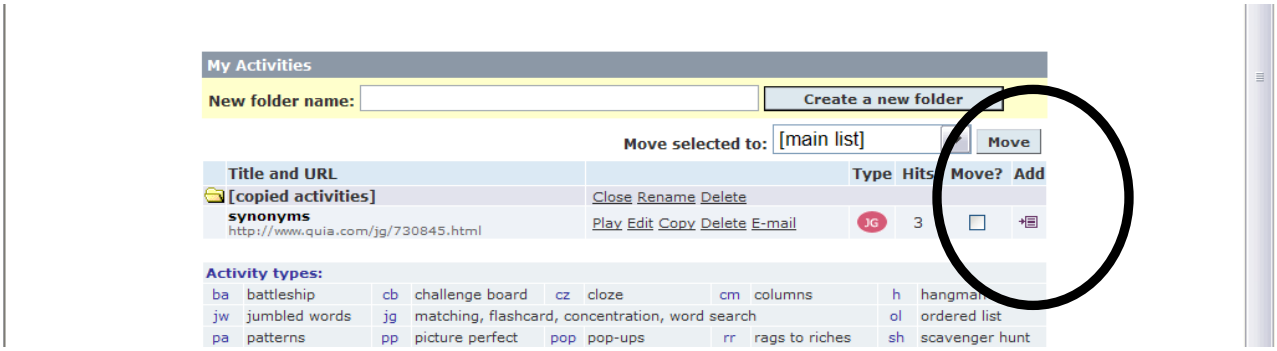
The links next to each activity gives you these options:

- **Play** - Click *Play* to display the activity.
- **Edit** - Click *Edit* to make changes to the activity.
- **Delete** - Click *Delete* to erase the activity. Once the activity is deleted from your Instructor Zone, it cannot be retrieved.

- **E-mail** - Click *E-mail* to e-mail a link to your activity to students or friends.

If you would like to create new or edit existing class pages, quizzes, or surveys click the *Classes*, *Surveys*, and *Quizzes* tabs, respectively. When you have completed your tasks, be sure to log out by clicking the Log Out link at the top of your screen.

## Adding Activities to your Class Page:




Click the Add icon located next to the activity you want to add to your class page. When prompted, select your class name.

# King County Library Services On-Line

Go to http://www.kcls.org/ → Library Cards → Apply for a Library Card
Web page with explanations about King County rules appears. Read all the instructions, and, if you are eligible for King County Library services, go to the bottom of page and click Apply for a Library Card using our secure server.
In electronically application you have to choose library location that is the closest to you residence.
When Online Card Registration Form appears, where * indicates required field.
Please, fill out this form, and you'll get library card by mail during couple of days.
After that you have to visit library filial, that you chose, present to librarian your new card and picture ID to activate your account. After your account is activated, you can use your card number and 4-digits PIN to access on-line library recourses.
Still you are registered user, you can go to My Account from the main page, change your information, check your checkout history and search information from databases.

KCLS offers Rosetta Stone online and free for library card holders. To get started with Rosetta Stone On-Line Library, go to http://www.kcls.org/cgi-bin/validate and enter your library card number.

Other online services available for cardholders:

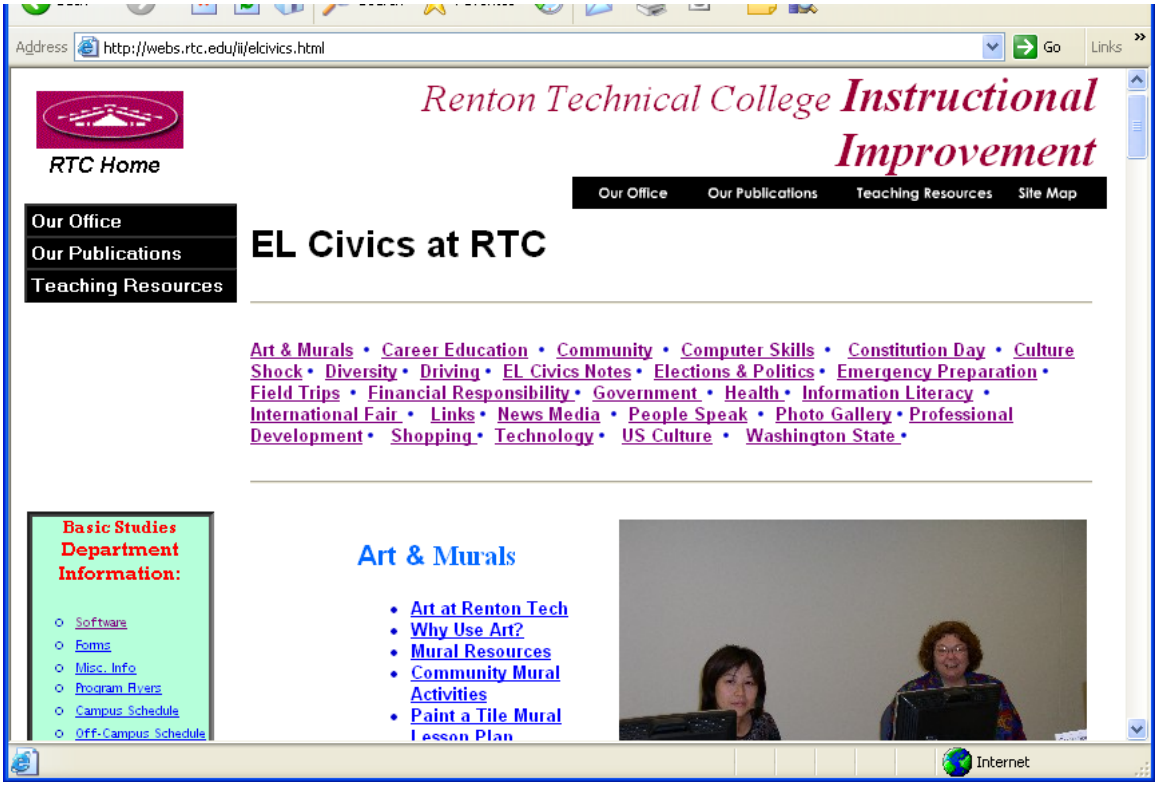
ADVANCED PLACEMENT
CIVIL SERVICE
COLLEGE ENTRANCE EXAMS
COSMETOLOGY
ELEMENTARY SCHOOL SKILLS IMPROVEMENT
EMS
FIREFIGHTER
GED
GRADUATE SCHOOL ENTRANCE EXAMS
HIGH SCHOOL SKILLS IMPROVEMENT
LAW ENFORCEMENT
MATH SKILLS IMPROVEMENT
MIDDLE SCHOOL SKILLS IMPROVEMENT
MILITARY
READING SKILLS IMPROVEMENT
REAL ESTATE
SKILLS IMPROVEMENT COURSES
SKILLS IMPROVEMENT WITH SPANISH INSTRUCTIONS
TEACHING
TECHNICAL AND CAREER COLLEGE SKILLS
TOEFL
U.S. CITIZENSHIP
WRITING IMPROVEMENT PROGRAM
WRITING SKILLS IMPROVEMENT

## Basic Studies Department Web Site

# URL: http://webs.rtc.edu/ii/elcivics.html

**You'll find:** ***Curriculum, photos, technology information, RTC forms, department schedules, program flyers, EL Civics newsletter, and much, much more.***

## Contribute to our site! Send contributions and comments to Susan Clark: sclark@RTC.edu


Address http://webs.rtc.edu/ii/elcivics.html
Go
Links
RTC Home
Renton Technical College Instructional Improvement
Our Office
Our Publications
Teaching Resources
Site Map
Our Office
Our Publications
Teaching Resources
EL Civics at RTC
Art & Murals • Career Education • Community • Computer Skills • Constitution Day • Culture Shock • Diversity • Driving • EL Civics Notes • Elections & Politics • Emergency Preparation • Field Trips • Financial Responsibility • Government • Health • Information Literacy • International Fair • Links • News Media • People Speak • Photo Gallery • Professional Development • Shopping • Technology • US Culture • Washington State •
Basic Studies Department Information:
Software
Forms
Misc. Info
Program Flyers
Campus Schedule
Off-Campus Schedule
Art & Murals
Art at Renton Tech
Why Use Art?
Mural Resources
Community Mural Activities
Paint a Tile Mural
Lesson Plan
Internet